

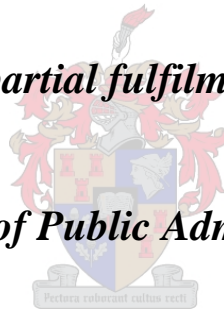
**Process Evaluation of Social Development  
Interventions of the Working for Water  
Programme in Mamathola and Great Letaba  
Projects**

by

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at

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## **Declaration**

By submitting this thesis electronically, I declare that the entirety of work contained therein is my own original work, that I am the owner of the copyright thereof (unless to the extent explicitly otherwise stated) and that I have not previously in its entirety or in part submitted it for obtaining my qualification.

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## **Abstract**

The purpose of this study was to conduct a process evaluation of the Working for Water Social Development interventions as determined in the Medium Term Strategic Plan for 2003-2007. The study focused on the two projects namely Great Letaba and Mamathola projects within the Tzaneen Management Area in Limpopo.

The study focused on whether the recruitment and selection process, followed within Working for Water, fosters the employment of equity targets as determined in the Expanded Public Works Programme Guidelines and the Ministerial Determination for Special Public Works Programme. The study also evaluated the process followed in the implementation of HIV and AIDS programmes as a Social Development intervention. Lastly, the study evaluated the processes followed during the implementation of the Skills Development and Training programme within Working for Water.

The theoretical background focused on the Social Development theories as well as evaluation theories. In addition the study used the Working for Water Norms and Standards, HIV and AIDS policy, Skills Development and Training Guidelines as the basis for the process evaluation.

Data was collected from three Working for Water job categories namely, the Contractors, HIV and AIDS Peer Educators and Workers by means of questionnaires. The responses were analysed by using the Moonstats statistical software where findings revealed gaps in the planning, monitoring and evaluation processes of Social Development interventions.

Furthermore, the study recommended that there be improvements in the implementation processes of Social Development interventions particularly in planning, monitoring and evaluation.

## Opsomming

Die doelstelling van hierdie studie was om die proses van die Werk vir Water se Sosiale Ontwikkeling Intervensie te evalueer soos gestipuleer in die Middel termyn Strategiese plan vir 2003-2007. Hierdie studie het op twee projekte gefokus naamlik, die Groter Letaba en Mamathola projekte in die Tzaneen Bestuursarea in Limpopo.

Die fokus van die studie was of die werwing en seleksieprosesse wat binne die Werk vir Water Program gevolg word, wel gelyke werksgeleenthede en kwotas bevorder soos uiteengesit in die riglyne vir Uitgebreide Openbare Werke Program en die Ministeriele Determinasie vir Spesiale Openbare Werke Program. Die studie het ook die proses geëvalueer wat gevolg was in die implementering van MIV en VIGS programme as 'n Sosiale Ontwikkeling intervensie. Laastens, het die studie die prosesse geëvalueer wat gevolg was tydens die implementering van die Opleidings en Vaardigheids Ontwikkelings program binne die raamwerk van die Werk vir Water Program. Die teoretiese agtergrond het gefokus op die Sosiale ontwikkelingsteorieë sowel as die evalueringsteorieë. Verder het die studie gebruik gemaak van die Werk vir Water Norms en Standaarde, MIV en VIGS beleid en Vaardigheidsontwikkeling en Opleidingsriglyne as basis vir die evaluasieproses.

Data was dmv vraelyste ingewin vanuit drie Werk vir Water poskategorieë naamlik, die Kontraakteurs, MIV en VIGS Ewesknie Opvoeders en Werkers. Die inligting was geanaliseer deur gebruik te maak van Moonstats Statistical Software. Die bevindings het leemtes uitgewys in die beplanning, monitering en evalueringprosesse van die Sosiale Ontwikkelingsintervensies.

Verder het die studie aanbeveel dat daar verbeteringe gemaak moet word in die implementeringprosesse van Sosiale Ontwikkelingsintervensies. Klem moet veral gelê word op die gebiede van beplanning, monitering en evaluering.

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## **List of Acronyms and Abbreviations**

APO	Annual Plan of Operation
CBO	Community Based Organisation
DoL	Department of Labour
DWAF	Department of Water Affairs and Forestry
EPWP	Expanded Public Works Programme
GEAR	Growth, Employment and Redistribution Strategy
HIV and AIDS	Human Immunodeficiency Virus and Acquired Immune Deficiency Syndrome
MoA	Memorandum of Agreement
NGO	Non-Governmental Organisation
PAC	Project Advisory Committee
RDP	Reconstruction and Development Programme
SPWP	Special Public Works Programme
WfW	Working for Water

## **CHAPTER 1**

### **1.1 INTRODUCTION**

This chapter focuses on the background to the problem and gives the rationale for conducting this study. In providing the background to the problem a brief explanation of the Working for Water Programme (WfW) and the Expanded Public Works Programme (EPWP) was given. The rationale for the study stemmed from the challenges and recommendations as pointed out by the Social Development Impact Study conducted for WfW.

An orientation is also provided on the targeted location of the study as there are four Management Areas in Limpopo, namely Tzaneen, Soutpansberg, Groblersdal and Waterberg. It is outlined that this study focused on two projects in the Tzaneen Management Area, namely the Mamathola and Greater Letaba projects within the Mopani District Municipality.

The research design focused on evaluative research, that is the implementation of Social Development dimensions of WfW. In addition this chapter looks at the data collection methods which are questionnaires and focus group interviews. The research participants consisted of project beneficiaries and management. In order to ensure effective and efficient utility of the questionnaire a pilot study was conducted and the findings analysed.

### **1.2 BACKGROUND TO THE PROBLEM AND RATIONALE**

WfW is a Special Public Works Programme (SPWP) which was introduced in South Africa in 1996 within the Reconstruction and Development Programme (RDP) framework. It was initially piloted in poor rural communities throughout the nine provinces under the Ministerial Determination on Special Public Works Programmes of 1996.

Ever since its inception WfW has attempted to put in place an integrated programme for the clearing of invasive plants, by using a combination of labour intensive, chemical and biological control methods. WfW was consistent with the objectives of the RDP which included poverty alleviation, development of skills and provision of social and livelihoods benefits to local communities (*WfW Annual Report 2003/2004*).

However, the WFW has since its inception in 1997 experienced serious challenges in the implementation of its social development goals. Du Toit (2005:661) identified the following key challenges facing the SPWP projects:

- A lack of project management,
- A lack of norms for processes or procedures and;
- A lack of social development expertise and limited community participation.

Challenges identified by the author are consistent with those identified by the Social Development Impact Study commissioned by the WfW in 2002 which included:

- A lack of strategic direction,
- A more emphasis on the technical rather than the Social Development interventions, and
- A lack of monitoring and evaluation of social development interventions.

The report further identified that an overall evaluation process was difficult to realistically apply without baseline information in the form of a strategic plan for applying and anchoring the evaluation criteria (*WfW Evaluation Report, 2003: 14*).

The challenges caused by a lack of strategic direction, a lack of social development expertise and monitoring and evaluation resulted in an unsustainable effort towards poverty alleviation and Social Development. Briefly it can be stated that the absence of a strategic direction had a negative effect on the monitoring of initiatives and ultimately on the overall performance of WfW.

The programme needed to adopt a strategic direction in 2003 following President Thabo Mbeki's State of the Nation Address in February 2003 on the policy Framework for EPWP where all SPWP projects were to be extended as EPWP projects. According to Du Toit (2005:661), an EPWP is a short to medium term programme covering all spheres of government and state owned enterprises. The move by the government to incorporate all SPWPs within the EPWP came with its own expectations. The first expectation was a need to develop a 5 year Medium-Term Strategic Plan in line with the overall government Medium-Term Expenditure Framework for the period 2003/2007. Dubrin (2004:407) defines a strategic plan as a plan which encompasses those activities that lead to the statement of goals and objectives and the choice of strategy.

In Robbins and Barnwell (2002:139) a strategy is defined as the determination of the basic long-term goals and objectives of an enterprise and the adoption of a course of action and the allocation of resources necessary for carrying out those goals. In addition, the authors further point out that a strategy needs to be followed by a systematic plan in order to be realised, which is referred to as a strategic plan. Both authors are in agreement that a strategic plan, or strategy, provides any organisation with a direction to be taken or goals to be achieved. In order to develop a strategic plan, WfW through a consultative process embarked on the development of a common purpose and vision and integrated plans for its Business Units.

A strategic direction was subsequently achieved in 2003 with the development of a 5-year Medium-Term Strategic Plan covering the financial years 2003/2007. All WfW Business Units developed Medium-Term Strategic Plans including the Social Development Unit. The Social Development Unit's plans were based on the Ministerial Determination of Expanded Public Works Programmes of 2002. The Ministerial Determination of 2002, in addition to the one of 1999, emphasised the need for an addition to the employment equity targets for the people with disabilities from 2% to 5%.

Recognition was still given to women and the youth, public participation as the cornerstone of EPWP implementation, training and skills development. A prevention strategy of the government was also adopted by the WfW to curb the HIV and AIDS epidemic.

The following are the identified Social Development Objectives for WfW as per the Medium Term Strategic Plan of 2003-2007.

- Employment of youth, women and people with disabilities;
- Implementation of national social development interventions including HIV and AIDS and;
- Skills Development through training.

These objectives were identified in line with the assertion that a society that is poorly educated is destined to remain relatively poor while meaningful economic growth and development is unlikely (Roux, 2002:160). Roux (2002:161) further stresses that the keys to economic success in the 21<sup>st</sup> Century are appropriate education, skills training and retraining as well as the quantity as well as the quality of its human beings to contribute meaningfully to the economy of their country.

This study, therefore, aimed to ascertain the extent of the implementation of the social development objectives with an emphasis on the target beneficiaries reached, participation and skills development and training processes.

### **1.2.1 Rationale for the study**

In providing the rationale for this study a background of the RDP and its relationship to WfW and particularly social development will be described. When the African National Congress (ANC) led government took over in 1994 it inherited social inequalities created by the social injustices of the past.

There was, therefore, an immediate need to address those inequalities and as a result the (RDP) was introduced in 1994 which Roux (2002:167) defines “as a strategy for the socio-economic transformation of South Africa”.

The RDP framework gave rise to the Ministerial Determination on Special Public Works Programmes as one of the strategies introduced in order to provide a framework for the implementation and employment of those individuals employed in the so-called SPWPs. The individuals employed were to do labour intensive tasks in order to limit the use of machinery through community participation ([www.epwp.gov.za](http://www.epwp.gov.za)).

The RDP Framework informed the WfW Social Development Framework from 1996. The framework included the monitoring and evaluation of performance on the equity targets, HIV and AIDS prevention, Public Participation and Training and Skills Development. The 2003/2007 Medium-Term Strategic Plan also incorporated the RDP framework of social development. The presence of the plan created expectations not only to implement the plans, but also to monitor and evaluate those plans.

Strydom, Fouche and Delport (2002:382) clearly point out that “without adequate process evaluation it is impossible to estimate the effectiveness of an initiative”. This meant that WfW had a responsibility to monitor and evaluate all Business Units’ implementation activities. Attention was devoted to accounts given by Social Development Coordinators from across the country stressing the fact that WfW still continued to focus on process monitoring and evaluation of technical activities at the expense of social development activities (*Minutes of the Social Development Quarterly Meeting, 2005*).

This situation contradicted the recommendations of the Social Development Impact Study conducted in 2002.



The study recommended that an equal amount of attention should also be given to the monitoring of Social Development interventions within the programme so as to provide a basis for impact evaluation to be carried out in 2007.

Strydom *et al* (2002:383) points out that “when impact evaluations reveal little or no impact it is often not because initiatives are ineffective but rather that its implementation was not adequate”. This notion states the importance of process evaluation as the basis for impact evaluation which looks at the effectiveness of the implementation of processes.

The question that could be asked is: Who needs to conduct the process evaluation or implementation evaluation? Blackman (2001:231) responds by indicating that:

“The people involved in running the systems are the people best placed to improve it constantly, since they may often be best placed for problem location and have the greatest amount of information relevant to the problem, information above and beyond that provided by the monitoring”

The study, therefore, intends to evaluate whether Social Development interventions within the WfW have been properly implemented and have covered the target group as set out in the WfW Medium-Term Strategic Plan of 2003-2007.

### **1.3 AIMS OF THE STUDY**

The study intended to evaluate whether Social Development interventions within the WfW have been properly implemented and have covered the target group as set out in the WfW Medium-Term Strategic Plan of 2003/2006.

The aims paid particular reference to the following:

- The process followed in the employment of target groups namely the youth, women and people with disabilities;
- The implementation of HIV and AIDS initiatives;
- The process followed to ensure Public Participation by the PAC;
- The determination and implementation of Skills Development programmes for WfW beneficiaries and;
- The challenges associated with the implementation of Social Development interventions within the WfW programme.

#### **1.4 SIGNIFICANCE OF THE STUDY**

In order to realise the poverty alleviation objectives of the WfW, a more efficient and effective approach in the implementation of Social Development interventions is necessary. The significance of this study does not only target the WfW but all EPWP programmes implementing poverty alleviation initiatives in South Africa. The study further challenges the implementers to constantly evaluate and review the implementation processes in order to realise improved service delivery. It is through this study that new or improved processes can be integrated into the planning, implementation and evaluation processes of the WfW.

#### **1.5 RESEARCH DESIGN AND METHODOLOGY**

##### **1.5.1 Evaluative research**

This study is designed to evaluate the processes followed in the implementation of the WfW Social Development interventions. Therefore, the research design used in this study was of an evaluative nature. Evaluative research focuses on the process or implementation of the programme and not the impact.

It is therefore important to discuss the various definitions of evaluation research. In Neuman (2000:375) evaluation research is defined as the process of establishing value judgements based on evidence.

In Strydom *et al* (2002:12) evaluation research is defined as the systematic application of social research procedures for assessing the conceptualisation, design, implementation and utility of Social Development intervention programmes. Cohen, Manion and Morrison (2000:38) support the notion that evaluative research is for instance used where a researcher's task is to evaluate the effectiveness of given policies and projects. All authors agree that evaluation is about assessing whether the programme's objectives are being met and how they are met. What is important is that such an evaluation should be based on evidence. Cohen *et al* (2000:39) further mention that an advantage of evaluative research is that it leads to decisions. In order to arrive at decisions evidence is required. It was pointed out in the rationale for this study that it is envisaged that this evaluation should be able to inform the review process during the strategic planning sessions for 2007-2008 and beyond.

It is against this background that it was deemed important to conduct this evaluative study in order to contribute to the efficiency and effectiveness of the implementation process of Social Development interventions of the programme.

### **1.5.2 Methodology**

In Brynard and Hanekom (1997:27) research methodology refers to the how of collecting data and the processing thereof within the framework of the research process. In this study qualitative research methods were used. According to Brynard and Hanekom (1997:29) qualitative research refers to research which provides descriptive data usually people's own written or spoken words.

Therefore, they recommend the close involvement of the participant in cases of qualitative research.

This section thus outlines in detail the methodology on how data was collected and provides details of the type of study investigated and suitable methodology, research design and tools employed in this study project.

#### **1.5.2.1 Target population**

In Vos, Strydom, Fouche and Delport (2005:193) a population target refers to all potential subjects who possess the attributes to be included in the study where a unit of analysis is used to set boundaries. In this study potential subjects are all role players in the implementation of social development plans and activities. Blackman (2001) cited in Vos *et al* (2005:193) indicates that those that manage and plan the process are in a better position to provide the information than those who are not.

Contractors and Workers as beneficiaries of the programme supplied information needed for the study. Since they were the intended recipients of the planned interventions they also formed part of the target population. In addition, the regional management of the programme and community representing relevant structures e.g. Project Advisory Committees (PAC), also formed part of the population target. The participatory nature of this evaluation was based on Denzin and Lincoln's (2000:994) assertion that the key to the modern evaluation agenda is participatory and collaborative approaches, which look at the active engagement of stakeholders in the evaluation process. These authors, however, caution that as the work of evaluative research is to serve the policy makers, intended beneficiaries and the citizens, it is sometimes difficult to keep focused. The authors further suggest that a way to overcome that challenge would be to develop evaluative instruments that respond to a multiple audience.

### **1.5.2.2 Sample size**

In order to arrive at a representative view on the implementation of the Social Development interventions a sample population of 31 HIV and AIDS Peer Educators within the Mamathola and Great Letaba projects were selected. In addition to the HIV and AIDS Peer Educators a total of 100 participants were selected from the Workers in the projects and finally, a total of 29 PAC members were selected.

### **1.5.2.3 Data collection**

According to Mouton (2001:158), in the case of an evaluation research multiple methods of data collection can be used. The methods and tools include questionnaires, focus groups interviews and secondary sources. The various methods and tools used are discussed below.

#### **1.5.2.3.1 Questionnaires**

Vos *et al* (2005:167), defines a questionnaire as a set of questions on a form which is completed by the respondent in respect of a research project. Babbie (2001:240), adds that a questionnaire is a collection of questions which are meant to establish a particular view or attitudes from the research subjects. In a nutshell, the two authors agree that the basic objective of a questionnaire is to obtain facts and opinions about a phenomenon from people who are informed on a particular issue. Tools such as questionnaires as well as structured interviews were used in the study. According to Cohen and Manion (1994:277), the advantage of unstructured interviews is flexibility as they allow for more probing and encourage participation.

Baker (1994:296) points out that if persons are being put through the programme and the effect of the programme on the persons' lives is of primary interest, then their characteristics are considered as input variables to be included in an interview schedule.

A questionnaire was used in this study as it attempted to establish, from all role players, the following:

- The socio-economic status of beneficiaries in the programme;
- The process to achieve the equity targets as spelt out in the Ministerial Determination on Expanded Public Works Programmes of 2002;
- Their motivation for participation in the social development interventions, aspirations relevant to the general objectives of the social development interventions;
- The attitudes of other community members in this case PAC;
- The general expectations of the beneficiaries and other community members on the implementation and management of social development interventions and;
- Their general impressions on the implementation of the Social Development interventions in their lives.

#### **1.5.2.3.2 Focus group interviews**

According to Mouton (2001:158), it is common in implementing evaluation studies to utilise all modes of observation including focus group interviews. Struwig and Stead (2001:99) view a focus group as a carefully planned discussion designed to obtain perceptions on a defined area of interest in a permissive non-threatening environment.

Strydom *et al* (2002:305) define focus groups as group interviews where participants are selected because they have certain characteristics in common that relate to the topic of the focus group. These authors point out that the purpose of focus groups is to promote self-discourse among participants. The rationale for choosing this particular technique is that focus groups include people who are knowledgeable about the subject because of their experiences or those who can represent the views of other groups.

For the purpose of this study, the researcher regarded the Contractors and the Workers as the best suited for this type of technique and also because it can be used on people from different educational levels.

#### **1.5.2.3.3 Secondary sources**

The present Business Plan covering 2003-2007 financial years also formed part of the sources from which information was collected. Other sources used included the internet, libraries, books, dissertations, theses, articles and WfW reports. Mouton (2001:158) affirms that analysing existing documentary sources is important when evaluating the implementation process.

### **1.6 PILOT STUDY**

The purpose of a pilot study is to assess the relevance and effectiveness of the questionnaires and to learn from peers how to:

- Improve on the presentation of the questions and to;
- Improve on the efficiency and effectiveness of the questionnaire.

Questionnaires are the most generally used instruments of all (Strydom *et al*, 2002:172). They mention that questionnaires can be applied in various ways within the qualitative approach including piloting of interview schedules for focus groups. Therefore, a pilot study for the purposes of testing was conducted with the participants was conducted. Before a pilot study could be carried out a request for permission to conduct research was approved by the Department of Water Affairs and Forestry, Chief Director for Limpopo region in line with ethical considerations. Approval was received and the go-ahead was granted to continue with the research. A pilot study was conducted in which seven participants were used namely, the Social Development and Training Coordinator, Area Managers, the Implementation Manager and the Regional Programme Leader.

Out of the seven targeted participants, only four responded. This supports the notion that practitioners involved with policy need to be involved in the research for their own information and also to be able to influence policy decisions. The study showed a response rate of 58%. It could thus be argued that if more than 50% of the respondents managed to respond, the pilot study was a success. The demographics of the respondents were 29% male and 71% female. The positions ranged from those that do the actual coordination of Social Development interventions at project level to the Area Managers who manage the implementation at area level.

The pilot study comprised of questionnaires sent to the participants through email and the responses were either hand delivered or faxed. The respondents were expected to respond to the questionnaire within a specified due date. After receipt of all the questionnaires a telephonic interview was held with all the respondents on their experiences. The pilot study analysis, therefore, includes the actual responses and the comments of the respondents on ways to improve the usability of the questionnaire.

#### **1.6.1 Responses and comments**

The following table illustrates the questions and the comments made by participants during the telephonic interviews on the appropriateness of the questions. This table only focused on those questions pointed out by the respondents as either inappropriate for the target group or ambiguous. Suggestions were also given to reformulate the questions.



*Table 1.1: Pilot study Responses and Comments*

The table below gives details of questions and responses given during the pilot study and the comments on which aspects to improve in the questionnaire.

<b>Question</b>	<b>Comments</b>
1. What is your motivation for participating in the WfW?	This question was confusing to the respondents and as such chose more than one answer instead of choosing one appropriate answer. During the interviews the respondents suggested that the instructions should be clearer. They recommended that the emphasised phrase should thus be written in bold.
2. What is the % of unemployment in your local Municipality?	One of the respondents got confused with the question. During the follow-up interviews it was suggested that the question should, however, emphasise that only opinions or estimates are required and not the actual % of unemployment.
3. How were you informed about the WfW employment opportunities?	During the interviews it was indicated that the question does not relate to WfW management but rather to the beneficiaries and the PAC. It was suggested to include none of the above as one of the distracters.
4. How would you have preferred to be informed about the WfW employment opportunities?	On this question it was suggested to include radio as one of the distracters.
7. If you were selected through interviews who were the panel members?	There was a suggestion to include other as a distracter in order to accommodate the management respondents.
12. Which of these equity targets do Working for Water's employment processes promote?	There was a suggestion to re-phrase the question to allow for only one answer. The question should indicate which of the equity targets the WfW promotes among the stated three.
35. Which medium of communication is used to inform trainees about the scheduled dates for training?	There was a need to include a by word of mouth as another distracter. In addition, a question should be added on the preferred means of communication on the scheduled dates for training.

### **1.6.2 Recommendations**

All questions where the respondent chose more than one distracter would need to be changed. This would assist in the effective and efficient data collection and analysis. There are questions that would also require to be changed in order to suit all target groups including management.

## **1.7 LIMITATIONS OF THE STUDY**

The limitations experienced during the research included the process of obtaining participants for data collection. It was a challenge to negotiate with the Contractors for sufficient time for data collection. The Contractors are given a specific time frame to complete their contracts. The limitation was, however, mitigated by the use of training lists for random sampling. In addition, not all questionnaires received were usable.

## **1.8 CHAPTER OUTLINE**

This study has been organised into the following five chapters:

**Chapter 1:** This chapter focuses on the background to this research, the rationale, aims and the methodology used for data collection. It further discusses the pilot study undertaken, its recommendations and the significance of the study.

**Chapter 2:** This chapter discusses the literature review where the applicable theories are discussed. The chapter further indicates how the applicable theories apply to the South African context.

**Chapter 3:** In this chapter the focus is on the presentation of the collected data.

**Chapter 4:** This chapter focuses on the analysis of the data and the interpretation thereof.

**Chapter 5:** The final chapter focuses on summarising all the chapters as well as giving the findings of the study. The chapter further discusses the recommendations, limitations of the study and prospects for further studies.

## **1.9 SUMMARY**

This chapter has dealt with the background to the problem and given the rationale for this study. The research methodology has also been outlined as well as the various activities discussed. A pilot study was conducted in order to test the reliability and validity of the questionnaire that was developed. The researcher went through the whole process of collection and analysis of data in order to assess the feasibility of the methodology and tested the appropriateness of the questionnaire. Finally, this chapter has also laid down guiding principles for the literature review in the form of aims and objectives. The literature review will therefore focus on the aims and existing literature in the relevant field of the study.

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 INTRODUCTION**

This chapter reviews the Social Development interventions of the Working for Water Programme as an EPWP and the processes necessary for their success. The contextual background of the literature reveals the social development within the RDP perspective and given the sociological approaches. The purpose was to provide a background and identify the objectives of the RDP and link them with the Social Development objectives of the WfW. The provision of basic needs and the improvement of basic needs and poverty eradication form part of the RDP objectives from which the WfW Social Development objectives have been drawn. The WfW, like any other EPWP, has identified the provision of HIV and AIDS interventions in line with the Department of Health's strategy on HIV and AIDS. The strategy includes among other things the employment of equity targets and provision of training in order to enhance the employability of the less skilled individuals.

In addition, the focus was on the process evaluation of the Social Development dimensions. Literature was thus drawn from the evaluation approaches which include the systems approach and New Public Management (NPM) processes. Finally, the chapter discusses the WfW social development interventions, their processes and challenges as well as successes.

#### **2.2 SOCIAL DEVELOPMENT**

In order to understand Social Development within the South African context, it is important to provide a historical background on the subject. In the apartheid years a separate development system prevailed in the country.

This separate system resulted in 80% of the people living in homelands below the poverty line, without access to basic services and infrastructure. It was, therefore, against this background that an inclusive Social Development agenda that was based on democratic values was given prominence in South Africa by the new government in 1994. In an attempt to define Social Development the different views held on the subject needed to be encompassed. The *Concise Oxford Dictionary* (1995:369) defines development as a stage of growth or advancement. In relation to Social Development this definition is limited to advancement of communities and it does not define what needs to be advanced in that process of development.

Parpart and Shaw (2002:296) observe that since 1960 development concepts and policies meant modernisation to less developed countries. This definition also had limitations as it only refers to Social Development through the Western world's lens. It does not take into cognisance the fact that African countries needed more than modernisation for their development given their disadvantaged history. The situation also meant that South Africa could not only rely on modernisation as its basis for development but needed a more sustainable development programme. Countries such as South Africa benefited from the 1990s United Nations Development Programme's (UNDP's) popularised human development and emphasis on participation and partnerships. It also encompassed such principles in its newly founded democracy. In addition, the International Copenhagen Declaration in 1995 brought about a new programme of action for Social Development which propagated empowerment of the people, their capacities and conservation of natural resources.

Therefore, an appropriate point of departure for defining Social Development would be the RDP. It encompassed, among other things the notion of a sustained process of development, which was to be driven by the people themselves in order to deepen the newly found democracy, poverty alleviation and skills development.

Cloete (2003:15) supports the notion that social development is a coherent systemic integration of developmental initiatives, resulting in a structural, functional and cultural consolidation of a raised quality of life. It can therefore be argued that Cloetes' definition and the RDP objectives both target the raised quality of life, which has to follow certain processes in order to achieve the ultimate goal.

Therefore, for the purpose of this study Social Development is defined as a concept which combines all poverty alleviation objectives, namely skills development, employment equity and HIV and AIDS within the WfW. It is, thus crucial for this study to maintain the use of the concept as a proper noun as it refers to a particular concept within a specific context.

## **2.2.1 Social Development objectives of the RDP**

### **2.2.1.1 Basic needs**

Midgley (2001:269) and Scott (2002) both indicate that the notion of meeting basic needs in their hierarchical order is consistent with Maslow's hierarchy of needs. Maslow's hierarchy includes provision of safe drinking water, health care and nutritional services and the transformation of the welfare system. The relevance of Maslow's hierarchy in public management is that of facilitating priority setting. Everard and Morris (1996:22) explain that a need exists where physiological needs have to be satisfied first. It can thus be argued that this objective in particular needed to fulfil physiological needs in their hierarchical order to bridge the social gaps created by the past regimes.

### **2.2.1.2 Improving basic needs**

It is important to first ascertain the difference between improving basic needs and providing basic needs. The *South African Concise Oxford Dictionary* (2002:581) explains the word improve as making better or becoming better.

The question should thus be posed on what needs improvement or betterment. The RDP identified human capital and skills development as areas that needed immediate improvement (*RDP Policy Framework*, 1994:7). Therefore legislation was set in order to address improved access to education, skills development programmes and the development of human capital.

### **2.2.2 Poverty eradication**

In view of the Social Development definition provided by the RDP objectives, the definition of poverty will be limited to a lack of resources, a lack of basic needs, exclusions and inequality (Midgley, 2001:269).

#### **2.2.2.1 Lack of resources**

A lack of resources ranks high on Maslow's hierarchy as it concentrates on security and access to opportunities (Everard and Morris, 1996:21). Poverty can be regarded as a lack of resources, which would then make the people to be classified as poor. The social developmentalists regard this view as subjective given the fact that it only considers a lack of resources as those resources generally viewed as necessary for people's survival (Leysens and Thompson, 2002:299). These authors further indicate that this precludes the fact that there may be people such as religious communities who may be denied certain basic needs without necessarily being considered poor.

#### **2.2.2.2 Exclusions**

Although apartheid was abolished in 1994 major challenges remained which included bridging the gap of exclusion. Affirmative action as an approach to achieve equity was brought into the picture. Though this approach received minimal popularity among the white minority groups, it was well received by the majority who have been deprived for nearly fifty years (Kotze, 2004:31).

The introduction of the *Employment Equity Act* (Act No. 55 of 1998) ushered in new hope for the historically marginalised groups such as people with disabilities, women and the youth. It also brought about new challenges and requirements as stated by *King II Report* (2002) that in order to advance the Corporate Governance in South Africa all companies needed to value the diversity of approach. This meant the values and contributions which women and black people brought to the table positively reinforce the richness of that diversity.

### **2.2.2.3 Inequality**

In South Africa statistics give an indication that women are the most marginalised groups followed by people with disabilities. It is also estimated that 52% of South Africa's total population are women, of which 57% live in rural areas. These poor women find themselves socially excluded in that they are usually denied access to control or resources due to unequal cultural and legal barriers. In May (1998:38) equality is defined as a state of social organisation that enables or gives equal access to resources and opportunities to all members of the society.

The relationship between inequality and social development is that throughout the world inequality has always perpetuated poverty in one way or another (Burnwell and Randall, 2005:63). In the South African context where inequality was perpetuated by a political system the opposite of equality prevailed with women the hardest hit. Allen and Thomas (1992:323) add that the complication with inequality was that it was experienced differently among women and men because of the gender based forms of exclusion.

Dieden and Gustafson (2003:326) identified the burden of reproduction, rights and obligations within the household and women's limited access to resources and information as having contributed to the severity of their poverty. The RDP required its SPWPs to address poverty by looking at those demographics which were hardest hit in the past.



#### **2.2.2.4 Participatory democracy**

The participatory dimension of the RDP needed to unleash the full potential of a democratic society. The concept of sustainable development as suggested by the United Nations Summit on Social Development in Copenhagen in 1995 reaffirmed the global community's commitment to participatory processes. The South African government also emerged with its intentions to comply with the humanitarian approach and "people centred values" (Midgley, 2001:270).

During a parliamentary briefing in 2004 the Minister of Public Service and Administration has referred to the roles of the State in promoting social development as planning, consultation, negotiation and decision-making (Naidoo, 2005:56). The roles as defined by the Minister of Public Service and Administration still do not provide a background definition to Social Development but only what needs to be done by the State in relation to participatory approaches. Therefore, the Ministers' reference and emphasis on planning and decision-making provides the guidelines within which the implementation of the Social Development initiatives need to be carried out whereas the RDP outlines the "what" of Social Development.

### **2.3 THEORETICAL APPROACH TO SOCIAL DEVELOPMENT**

In order to discuss Social Development as a concept it is important to refer to the sociological theories of conflict, structural functionalism and new right. The three theories complement each other in the quest to understand Social Development as a concept.

#### **2.3.1 Conflict theory**

Popenoe, Cunningham and Boulton (1998:12) define the conflict theory as that perspective that emphasises struggle over limited resources, power and prestige as a permanent aspect of societies and a major source of social change.

They further indicate that conflict theorists stress the domination of the strong over the weak and the rich over the poor. Conflict theorists argue that the only way to improve the lives of people is to eradicate the basic inequalities in society.

### **2.3.2 Structural functionalism theory**

Wallace and Wolf (1999:17) and Popenoe *et al* (1998:12) agree that structural functionalism focuses on the functional requisites and needs of the social system that must be met if the system is to survive. The theory gives a background on the organisational structures required to implement the expectations of good governance in the public service, which include incorporating the notion of institutional development. According to Goetz cited in Samson (1999:453), institutions play an important role in shaping the social perceptions of people's roles and needs and they are, therefore, generators of both identities and experiences. An example of such formulated identities and needs is displayed by access to resources and opportunities of women. It can thus be argued that the structural theory fosters the design of institutions that provide women with meaningful choices and opportunities.

### **2.3.3 New right theory**

The new right theory as found in Haralambos and Holburn (2000:187) is an attempt by theorists to bring together and integrate conflict as well as structural theories and bring the new challenge of global and market economies into play.

It can, therefore, be argued that it attempted to reduce the inequalities of the past through policy formulation and support for market systems as a way of distributing resources. The expectations of New Right and New Public Management as Polidano and Hulme (2001:287) assert are in favour of "contracting out" based on competition.

However, Abrahams (2003:185) adds that service provision should be seen as another way of empowering communities by engaging directly with them in ways which will alter their lives. This approach also emphasises the need to support women, the youth and people with disabilities, as they are often the ones in need of employment.

## **2.4 THEORETICAL APPROACHES TO POLICY EVALUATION**

Programme evaluation of the implementation of Social Development objectives requires a theoretical basis. This section aims to provide a theoretical approach within which the evaluation will be conducted and also reviews the literature available on the theoretical approaches and benefits of evaluative research. Dye (2002:312) and Bouckaert, Hoet and Ulens (2000:107), define policy evaluation as the assessment of the overall effectiveness of a national programme in meeting its objectives or assessment of the relative effectiveness of two or more programmes in meeting common objectives.

### **2.4.1 Systems approach**

According to Fox, Schwella and Wissink (1991:31), the policy-making process in the system's view includes policy inputs, policy conversion, policy outputs and policy feedback. This refers to the relationship between the policy design, implementation and the evaluation or feedback on policy matters, which may give rise to new policy decisions. The system's approach, therefore, stresses the cyclical nature of the policy-making process (Fox *et al*, 1991:32).

Naidoo (2005:54) indicates that since social development is a complex issue it is difficult to approach it in a systematic context. The complexity of the Social Development context is that policy evaluation mechanisms go beyond the various phases or steps but rather the role of the state and the views of the public should be analysed. Cilliers (1998:13) argues that the diverse characteristics of social development should be regarded as an opportunity for creativity by public managers and that it should not be viewed as an excuse for a lack of evaluation.

#### **2.4.2 NPM and evaluation processes**

NPM has influenced the transitions within the South African government after 1994 (Russell and Bvuma, 2001:241). They further mention that the government was faced with a backlog to address issues of service delivery and the only way to do so was to introduce the kind of public management that would promote service delivery in an efficient and effective manner.

Minogue (1998:18) and Politt (2002:482), contend that in order to improve public service delivery, the three Es need to be looked at namely; Efficiency, Effectiveness and Economy. This examination also requires strategic planning processes. Fox *et al* (1991) and Van der Walt *et al* (2001:260), agree that to implement a strategy requires commitment, knowledge and skills and the delimitation of responsibilities. It is prescribed by law that all government agencies must make an effort to review the effectiveness of their own programmes (Strydom *et al*, 2002:395).

In addition, the theoretical guidelines provided above should form the basis for the review as well as performance measurement at the end of the planning cycle. The implementation indicators to be used include normative as well as utilitarian dimensions of policy evaluation (Cloete, 2003:21). The questions to be asked would for instance include: Is the programme reaching the appropriate target population? Is service delivery within the design specifications of the plans? Finally, how is the cost-efficiency and effectiveness of the programme implementation?

### **2.5 SOCIAL DEVELOPMENT INTERVENTIONS OF THE WFW**

The purpose of this study was to evaluate the implementation of the Social Development interventions within the WfW. Therefore, this section focuses on the implementation of the Social Development interventions within the WfW context.

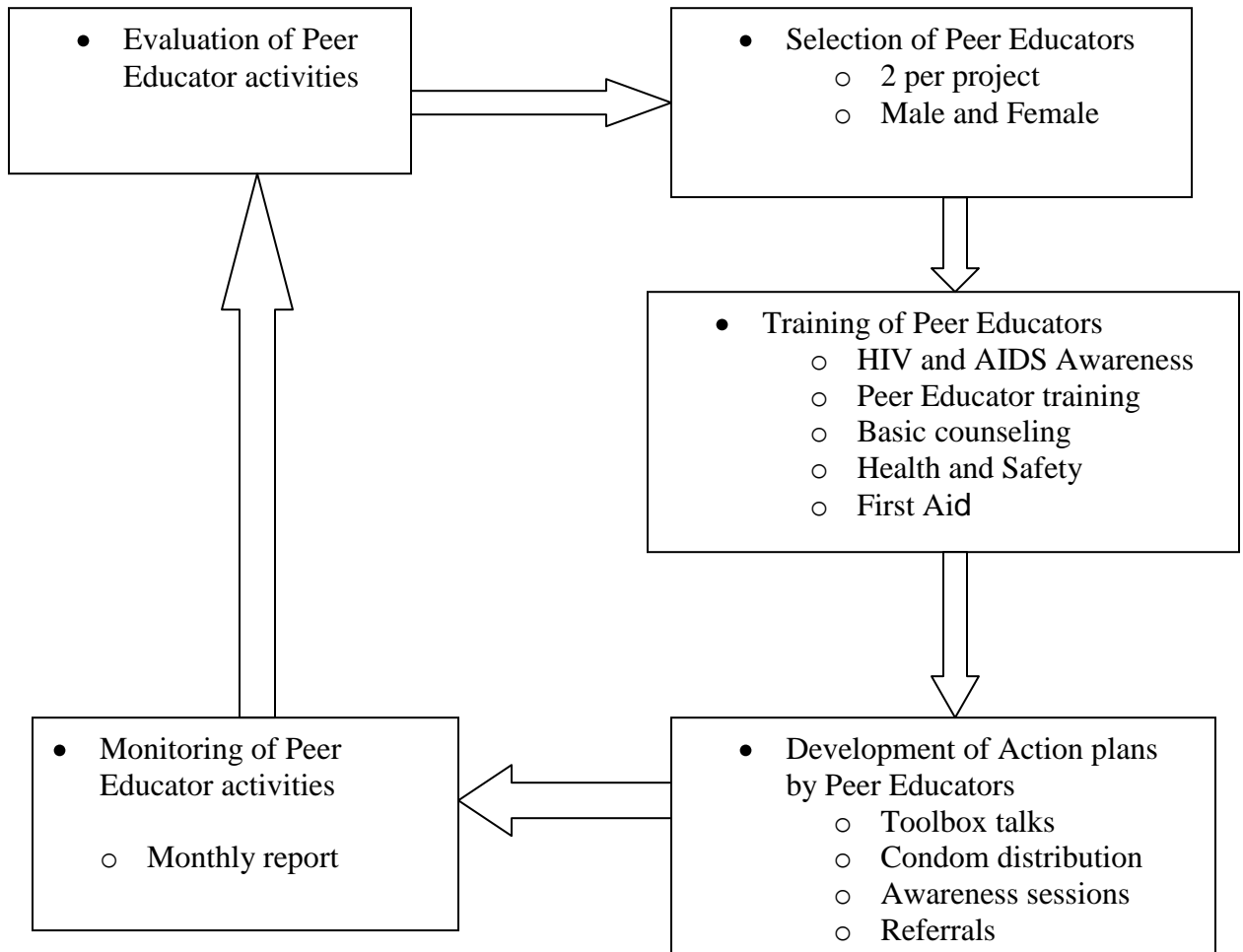
*The WfW Norms and Standards* (2001), *HIV and AIDS policy* (2003), *Guidelines to the establishment of the Project Advisory Committee* (2006) and the *Ministerial Determination on SPWP* (1996) form part of the references to the discussion as they provide guidelines to the implementation process.

### **2.5.1 HIV and AIDS**

South Africa is facing a serious and widespread HIV and AIDS epidemic. According to South Africa's first ever nationally representative survey of HIV and AIDS prevalence, 11.4% of the country's population of two years and older are living with HIV and AIDS. The majority of those percentages totalling 12.8% are women (WfW Workplace HIV and AIDS Policy, 2003). These trends can be attributed to the relationship between poverty and gender. James (2002:172) contends that impoverished communities and the gender divide seem likely to promote and inhibit the spread of HIV and AIDS. It can be mentioned that since WfW employs mainly people from under-resourced areas where virtually no life skills or health services exist, it needs to consider dynamic interventions aimed at improving the lives of its beneficiaries.

Hence in 2003 the WfW Workplace HIV and AIDS Policy was developed for its beneficiaries. The policy highlighted management strategies for the implementation of the HIV and AIDS programmes in line with the Medium-Term Strategic Plan for 2003/2007. The strategies focused on policy implementation, monitoring and evaluation.

The implementation of the policy entailed prevention programmes, namely the promotion of universal precautions, condom distribution, information distribution, awareness raising and training and Peer Educator programme.

*Figure 2.1: HIV and AIDS process implementation within WfW*

### **2.5.1.1 Universal precautions**

The WfW Workplace HIV and AIDS Policy (2003) stipulates that all reasonable safe working environment measures need to be applied in the implementation of the policy. This includes infection control measures, effective disease control standardised measures, hygiene practices and adequate wound management. In addition, the universal precautions principles would include information sharing and education on HIV transmission.

### **2.5.1.2 Peer Educator programme**

The *Concise Oxford Dictionary* (1995) defines a peer as a person who is equal in ability, standing, age, rank, or value. An educator is described as a person who provides information, trains or instructs. This means that a peer educator is a person who gives information, trains and instructs people of his/her equal standing, rank or ability. Visser (2005:148) states that the reason why peer educators are called educators in prevention strategies instead of counsellors or helpers is because of the emphasis on education on HIV and AIDS prevention strategies.

According to the *WfW Norms and Standards* (2001:43), all projects need to nominate two (2) Peer Educators per project. In addition, the *WfW HIV and AIDS Workplace Policy* (2003) clearly stipulates the roles and responsibilities of the Peer Educators in the prevention of HIV and AIDS as the implementation of information and awareness activities, mobilisation of resources, namely condom distribution and basic counselling.

Therefore, this study intends to evaluate whether the prevention programmes as outlined in the policy and Medium-Term Strategic Plan for 2003-2007 have been implemented and the processes followed thereof.

The questions that need to be answered by this study include:

- Are all beneficiaries aware of the draft policy on HIV and AIDS?
- How are Peer Educators selected?
- How the information is provided distributed?
- How are the condoms distributed: do they reach the intended recipients?
- Are the processes participatory?
- Are the institutional requirements of the policy and the strategic plan met?

### **2.5.2 Employment of equity targets**

According to Bezuidenhout (1998:157) and Burger *et al* (2004:188), there is a relationship between unemployment and poverty. This is evident in their opinion on the fact that poverty occurs in those households where either the breadwinner or both parents are not working.

They have categorised households that are most likely to live in poverty due to unemployment as follows: single headed households where unemployed women need to single handedly care for their children. Secondly, disabled people as they are often faced with physical and social barriers to employment, education and other means by which they can improve quality of their lives.

The structuralists argue that these categories of unemployed people, women and people with disabilities are victims of structural elements, namely economic, social, political and environmental which create poverty or make them vulnerable to it (Bezuidenhout, 1998:159). This is evident in the South African context where history has played a role in trapping individuals, households and groups into poverty (Burger *et al*, 2004:187). The structuralists, thus assert that the removal of structural barriers would lead to equal opportunities for all.



This notion is further supported by the “trickle down” approach which states that if barriers could be removed and opportunities provided, living standards of the poor would improve along with economic success (Haralambos and Holburn, 2000:343).

The EPWP has also attempted to remove barriers through the employment of equity targets nationally with an emphasis on women, the youth and people with disabilities. However, the question to be looked at should be are the employment processes conducive to the employment of the mentioned equity targets?

It has been identified in Cloete (2003:21), that a determinant of the success of Social Development interventions amongst other things is an active involvement of the intended beneficiaries. He further indicates that experience has shown that a project is much more likely to be sustainable if it has targeted the intended beneficiaries who are able to reap all benefits associated with the intervention.

#### **2.5.2.1 WfW recruitment and selection criteria**

The WfW has developed a selection criteria for its beneficiaries in order to ensure implementation of equity targets as determined by the Ministerial Determination on the SPWP (1996). The criteria though developed at first for the Contractor job category has later been used to cater for all job categories. Martins (2005:35) warn that a distinction should be made between entrepreneurs pursuing an entrepreneurial opportunity and necessity entrepreneurs.

The WfW thus provides an opportunity for necessity entrepreneurs to develop into opportunity entrepreneurs after exiting the programme. As a result all beneficiaries inclusive of the Contractors are employed using the same recruitment criteria:

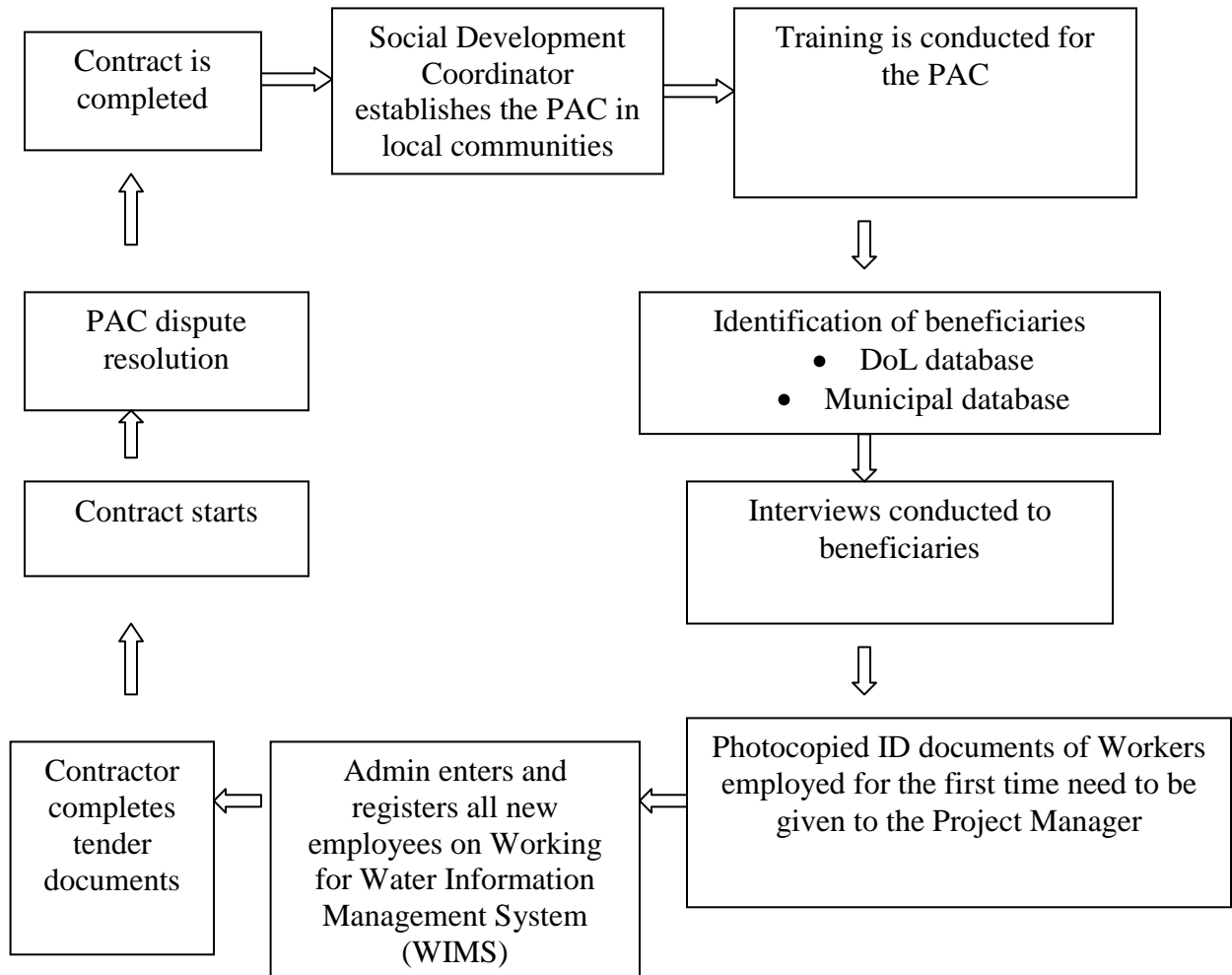
- Preference will be given to a potential contractor with limited other business opportunities or income;
- May not be formally employed (receiving a wage or salary);

- Must not be receiving a state pension or assistance from a social security system (a contractor may be receiving a disability grant);
- Must not have taken a state Voluntary Severance Package (VSP);
- Must be the only one in their household who works for the WfW;
- May not be financially involved with or from the immediate family of any WfW staff member or PAC member;
- Must have a South African citizenship;
- Cannot have worked for more than 24 months on a SPWP unless restarting after pregnancy and;
- Preference shall be given to females, the youth, single-headed households and disabled persons and households coping with HIV and AIDS;

*(WfW Quotation Package, 2001: 4)*

### 2.5.2.2 Role of the PAC in recruitment and selection

Figure 2.2: Role of PAC on recruitment and selection



The workflow illustrates that for every project a PAC needs to be established by the Social Development Coordinator. Training is then given to the PAC on their roles and responsibilities which include dispute resolution and WfW recruitment criteria. Identification of beneficiaries is done through the DoL database and community referral systems. Interviews are conducted and successful candidates are registered on the WIMS database. The role of the PAC is further depicted in the workflow during contract implementation where disputes are resolved between the Contractors and their Workers.

The role of the PAC in recruitment and selection is furthermore emphasised by McCord (2003:34) who he indicates that targeting and community participation have been identified as the two most critical aspects in the design and implementation of the EPWP (McCord, 2003:34). According to the Framework for Evaluating the EPWP developed by the Human Science Research Council (HSRC) (2005), the efficiency of EPWP is depended on whether the intended programme participants are represented and given a voice in the programme's design and implementation.

The PAC has been defined in the exit report as structures that are set up by WfW Project Management to assist in the successful implementation of project plans in the area of employment and correct targeting of beneficiaries (*WfW Exit Report, 2005:3*).

The PAC's roles have been identified in the exit report as strictly advisory and as forming a communication link between the project and the communities where operations are carried out, thus giving the participants a voice in the implementation of the programme. Their role of targeting is further emphasised by the WfW recruitment and selection norms and standards where a "pool" of Contractors must be selected and endorsed by a properly constituted Project Advisory Committee before recruitment in the programme.

However, in order to select Contractors the PAC is guided by the WfW Terms of Reference which stipulate the following:

- PAC should ensure that the most needy (the poorest of the poor) in their communities benefit through the activities of the WfW;
- PAC will serve as an institutional structure in the identification, implementation of projects and in monitoring and evaluation of programmes performance;
- PAC should ensure the involvement and participation of local communities and the promotion of democratic principles (*WfW Terms of Reference for the PAC, 2001*).

In Cloete (2003:21) the inclusion of normative elements in the management process assessment is crucial. The PAC's role of promoting democratic principles including transparency, representativity and equity would need further examination.

## **2.6 TRAINING AND SKILLS DEVELOPMENT**

Training is regarded as a crucial component of the EPWP. According to the *Ministerial Determination for SPWP* (1997: 16), every EPWP must have a clear training programme in place. The EPWP training guideline stipulates that a minimum of 48 days of training must be given to all EPWP beneficiaries in a five (5) year cycle. Therefore, approximately 10% of time within the programme is spent on training of beneficiaries (*WfW Training Programme Framework, 2006:5*)

The training process adopted by the WfW follows a system's approach of needs analysis, design of training programmes, implementation of training programmes, review and evaluation of the training. Erasmus and Van Dyk (1999:35) assert that the system's approach should obtain inputs from its environment and process such inputs into outputs in the form of services or products. The WfW training is informed by the overall EPWP framework and the individual needs which include Functional, Social Development and Contractor Development training. The functional skills on one hand comprises of training specific to the removal of invasive alien plants and project activities which are the outputs and Contractor Development training is aimed at enabling Contractors to manage their contracts and pursue business and entrepreneurial opportunities while Social Development which addresses life skills. The above egalitarian nature of the EPWP training is based on the *Skills Development Act* (Act No. 97 of 1998) which aims to facilitate access to education and training. In addition, it aims at facilitating mobility and progression, training and career path, to enhance the quality of education and training, to accelerate redress of the past unfair discrimination in education and to enhance employment opportunities (Matseleng and Allais, 2003:305).

Du Toit and Smith (1997:10), Bhorat (2001:25) and Mccord (2003:41) agree that the sustainability of training received depends largely on a worker's ability to find further employment on the basis of the newly acquired skills.

However, Tobias (1999:117) disputes that it is sometimes not the lack of skills or of credentials that are blocks to economic advancement but the unavailability of economic prospects and opportunities in the area that contribute to further unemployment. Therefore, an assertion that acquiring skills will be followed by employment may not necessarily be true as advocated by the system's approach.

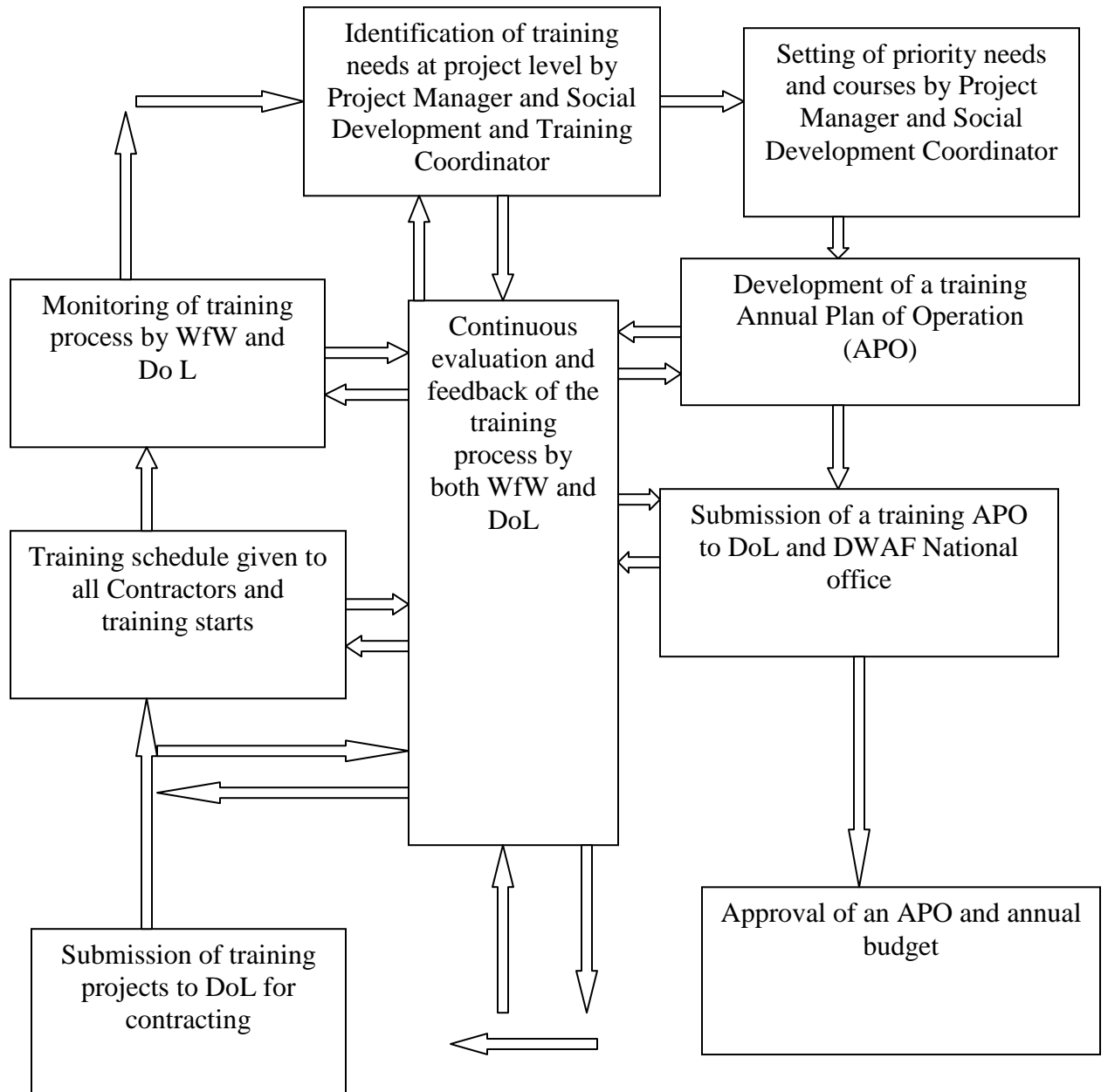
Further evidence has shown that the WfW contracting system mostly benefits the Contractor at the expense of other beneficiaries, this makes it difficult for the Workers to enter into mainstream employment and to find new work. The contractor development training aimed only at Contractors within the programme also exacerbates this situation. This makes egalitarian objectives as pointed out by Matseleng and Alais (2003:305) and Burger et al (2004:190) unsustainable as work opportunities for all beneficiaries within the programme are pre-determined by the level of skills received within the programme regardless of whether they are Contractors or not.

Tobias (1999:117, therefore, poses the question of whether an attempt by the new right to foster individualism and self-reliance benefits all beneficiaries. Despite the lurking challenge of the non-linear nature of the training process notable successes have been observed throughout the programme. The programme provides short courses that fulfil individual and business needs but do not lead to credits, which equip beneficiaries with basic knowledge on the clearing of alien invasive plants. There has also been notable funding of such short courses through the DoL (*WfW/DoL Partnership Evaluation Report, May 2006:8*). An evaluation of the training processes which includes a needs analysis, training implementation and evaluation of the training create an opportunity to link the processes to the success of the training programmes.

### 2.6.1 Training process or workflow within WfW

Attention should be given to the process of training within the WfW as a determining factor for the successful implementation of the training.

*Figure 2.3: Nadler's Training process model adopted by WfW (Erasmus and Van Dyk (1999:41))*



### **2.6.1.1 Needs analysis process**

According to Erasmus and Van Dyk (1999:41), Nadler's model of the training process refers to the cyclical nature of the training process consistent with the open system approach. The needs analysis process involves analysing the organisational needs and the knowledge and skills required to perform the tasks and the person or job holder's needs (Erasmus, Steyn and Mentz, 2005:36). The process involves observing, listening, asking supervisors about employees' needs, and examining the problems of employees (Erasmus *et al*, 2005:36).

In the WfW context the role of the supervisor is taken by the Social Development Coordinator and Project Manager as illustrated on the workflow chart. Their role is to gather data at project level from all employees in order to establish training needs for the financial year.

### **2.6.1.2 Setting up of training priorities**

Priorities are determined on the basis of whether they are functional meaning: Can a lack of skills thereof prevent the individuals from performing their duties? An example would be in a case of herbicides application where individuals are expected to be able to apply herbicides before operations. The priorities are also set based on whether they are of a Social Development nature or contractor development orientated. The Contractor Development training takes precedents to that of Social Development. This is in line with the business model followed in contracting tenders.

### **2.6.1.3 Development of training APO and approval**

Planning forms an integral part of the training process. Prioritised training needs and inputs are translated or converted into action plans and resources are allocated accordingly.



The EPWP has, therefore, identified the need for cooperative governance and that is displayed by the workflow on the training process. The DoL through its National Skills Fund (NSF) is responsible for EPWP funding the EPWP training. However, the DoL cannot provide funds unless planned training needs are submitted for approval and which are then included in the Provincial Implementation Plan (PIP).

#### **2.6.1.4 Selection of trainees at project level**

Trainees are selected for training as per their training needs. Different job categories are clustered together to form training groups. Training is then scheduled for periods consistent with the number of days required. All Contractors are to be informed of the training schedule and written notifications to be provided for all Contractors.

#### **2.6.1.5 Monitoring and evaluation**

According to the MoA between DWAF and the DoL both departments are obliged to monitor the training for quality assurance. According to Erasmus and Van Dyk (1999:42), evaluation and feedback are central to the training process. It is mentioned that continuous evaluation and feedback ensure the accurate execution of each step.

### **2.7. CHALLENGES OF SOCIAL DEVELOPMENT INTERVENTIONS**

#### **2.7.1 Recruitment and selection**

The reliance on a sound database has also posed challenges to the recruitment and selection of beneficiaries within the programme by the PAC and having information or knowledge is regarded as an asset in the global economy.

Those without information are often left behind and the widely held assumptions that men support poor families leads to the registration of the majority of men on the employment databases (Dodson and Borders, 2006:291). This trend has also been supported by the national accounts surveys where men are still regarded as the economic agents (Erasmus *et al*, 2005:32). It is recommended that employment databases should strive to be as representative as possible (Erasmus *et al*, 2005:32). In evaluating the processes for recruitment and selection of beneficiaries within the programme, employment databases as well as other community-based sources will need to be interrogated.

## **2.7.2 HIV and AIDS programme**

### **2.7.2.1 Peer Educator**

As described earlier in this chapter the role of a Peer Educator is that of education and information sharing. This also goes hand in hand with the rapport and relationship the Peer Educator has with his/her peers. This notion is supported by Visser (2005:148) in his study of peer support in a secondary school environment where it had a positive impact on the enhanced sharing of knowledge and health stress coping skills. He further indicated that the main reason for this was the level of rapport created through consistent interaction with the peers. However, this is often not the case within the WfW where a high turnover is experienced and consistency is affected. The replacements require training and familiarity on their roles and responsibilities. This pattern results in the HIV and AIDS programme implementation process having to take, thereby hampering progress.

### **2.7.2.2 Condom distribution**

A constant unavailability of female condoms as a barrier method has been identified as a challenge to the effective implementation of prevention methods.

Collinge (2005:217) indicates that despite a degree of progress with regard to barrier methods, it is still a minority of sexually active young people between the ages of 25 and 30 who report consistent condom use. This is also despite the fact that there is a notable consistency in the distribution of male condoms. This poses a challenge to the WfW since the age groups targeted for the youth are between 18-35 years of age. Therefore, this study needs to look at the overall condom distribution process and how it contributes to the effective and efficient implementation of the HIV and AIDS programme.

### **2.7.2. 3 Training and skills development**

This section focuses on the implementation of training and skills development within the WfW context. The section further discusses the processes followed in the training and skills development. Reference is made of the MoA signed between the DWAF and DoL, WfW Norms and Standards as well as the Training Policy for WfW beneficiaries.

#### **2.7.2.3.1 Identification of training needs**

Systematic training requires training and development practitioners to begin by analysing performance problems and improvement opportunities in order to identify performance gaps and training needs. The predicament in the South African context is that the unemployed population is predominantly low skilled (Erasmus *et al* 2005:36).

According to Statistics South Africa's findings, 19.3 % of South Africans in the age group 20 years and older had received no education by 2001 (Erasmus *et al*, 2005:18). The very same people are the ones targeted by the EPWP. Erasmus *et al* (2005:36) add that unemployed people with low levels of education and labour intensive work experience could be included in special job creation projects such as the EPWP.

The challenge identified so far is the number of employed at a time where time and capacity for needs analysis becomes difficult. Simpson and Lessing (1991:23) argue that adults prefer to be involved in the planning of their own learning activities and active involvement in the needs analysis process. Burger, Mahadea and O'Neill (2004:188) and Erasmus *et al* (2005:37) support the notion that appropriate needs analysis programmes are vital if the benefits of strategies for job creation and skills formation are to be realised. Therefore, a process model would need to be developed that affords the individual adult learner within the EPWP an opportunity to participate in the planning of his/her own learning.

#### **2.7.2.3.2 Institutional arrangements**

The role players within the training and development field within the EPWP are the Project Managers, Social Development and Training Coordinators and lastly the DoL.

The structuralists have emphasised the need for organisational structures which will enable the implementation of good governance expectations in the public service, which includes incorporating the notion of decentralisation and delimitation of responsibility (Politt and Bouckaert, 2003:23). According to the WfW training process workflow, the Project Manager and the Social Development and Training Coordinator are responsible for needs analysis, monitoring and evaluation of the training process.

#### **2.7.2.3.3 Non-accredited skills development programmes**

It has been noted that the nature of work within the WfW is temporary and the provision of accredited training in itself is a contribution to the exit process, as beneficiaries would accumulate credits, which would lead to a full qualification after employment with the programmes. However, the training received is not assessed, monitored and evaluated on a continuous basis as required. Furthermore, the programme has over the years substantially noted the need to change the training programmes to suit the global and economic needs of the country.

## **2.8 SUMMARY**

This chapter reviewed the literature on the theoretical framework applicable to process evaluation and Social Development. Different processes have been identified and explained on the implementation of the Social Development interventions. An attempt has also been made to identify the challenges as far as the implementation processes are concerned. Therefore, it is envisaged that this study should provide a framework for the implementation of the Social Development interventions within the WfW.

This chapter also attempted to establish the relationship between the system's theoretical approach which emphasises the cyclical nature of the process and the Social Development implementation processes. In addition the NPM approach which focuses on the outputs delivered by the processes was discussed in order to formulate the basis for the evaluation. The literature review posed relevant evaluation questions which will also form the basis for the next chapter on data collection.

The next chapter, therefore, aims at providing an in-depth interaction of the participants and the researcher to collect data in an attempt to respond to the evaluation questions as posed in the literature review.

## CHAPTER 3

### PRESENTATION OF DATA

#### 3.1 INTRODUCTION

The aim of this chapter is to present data collected from the research participants. In this chapter data is discussed based on the four sections of the questionnaire, namely background information, recruitment and selection process, HIV and AIDS programme and training and skills development. The data was then presented using spreadsheet tables reflecting the number of respondents per job category and the percentage of respondents for each question. In addition a spreadsheet table reflecting a total number of participants for each category was discussed. The spreadsheet provides an overview of the number of respondents and their responses.

On the spreadsheet tables the job categories have been abbreviated for easy reference as follows; Contractors (CT), Peer Educators (PE), Project Advisory Committee (PAC) and the General Workers (GW).

#### 3.2 Discussion on the background information

**Table 3.1: Total number of participants**

Total No of participants				
Contractor (CT)	Peer Educator (PE)	Project Advisory Committee (PAC)	General Worker (GW)	Total
11	35	2	52	100

##### 3.2.1 Total No of Participants

According to the data presented the sample for the study consisted of 160 participants. A total of 19 Contractors responded to the questionnaires. However, only 9 of the questionnaires could be used for data entry as a total of 10 questionnaires were spoilt.

A total of 48 Peer Educators responded to the questionnaires and only 35 could be used for the study. A total of 19 PAC members responded to the questionnaires but only 2 could be used for the study.

A total of 72 Workers responded to the study and only 52 of the questionnaires could be used. Therefore, a total of 100 questionnaires were used instead of 160. The response rate has been successful since all identified participants responded to the questionnaires although only 63% of the questionnaires were usable.

**Table: 3.2: Background information**

Question	Responses	No of respondents per job category					% Responses			
		CT	PE	PAC	GW	Subtotal	CT	PE	PAC	GW
1. Gender	Male	9	10	1	19	39	82	29	50	37
	Female	2	25	1	33	61	18	71	50	63
2. Disability	Yes	0	0	0	1	1	0	0	0	2
	No	11	35	2	51	99	100	100	100	98
3. Age	18-35 yrs	9	28	0	26	63	82	80	0	50
	36-46 yrs	2	7	1	17	27	18	20	50	33
	47-65 yrs	0	0	1	9	10	0	0	50	17

### **3.2.2 Gender**

#### **3.2.2.1 Male**

In this study 80% of the Contractors who participated were male. In terms of other job categories 37% of the Workers and 29% of the Peer Educators were male.

#### **3.2.2.2 Female**

Out of all the responses received females represented 20% of the Contractors, 63% of the Workers, 71% of the Peer Educators and 50% of the PAC.

### 3.2.3 Disability

Out of all the three job categories which participated, two of them did not report a disability. Contractors and Peer Educators who responded indicated no disability. Therefore, 100% of the Contractors and Peer Educators were not people with disabilities. The Worker category however, indicated a 2% disability rate.

### 3.2.4 Age

According to the study, 80% of the Contractors and Peer Educators were between the ages of 18-25. The remaining 20% were between the ages of 26-36 years. However, the age differences varied significantly with regard to the Workers with 50% of them being between the ages of 18-25, 33% between 26 to 36 years and 17% and 10% representing a much older group of between the ages of 36-46 and 47-65 years respectively.

## 3.3 Discussion on recruitment and selection process

**Table 3.3: Recruitment and selection**

The table below represents the data and responses presented on recruitment and selection process.

		No of respondents per job category					% Responses			
Question	Responses	CT	PE	PAC	GW	Subtotal	CT	PE	PAC	GW
1. Motivation in participating in WfW	Career Development	0	7	0	4	11	0	20	0	8
	Employment	5	18	0	31	54	45	51	0	60
	Entrepreneurship	5	5	1	7	18	45	14	50	13
	Community Development	1	5	1	10	17	9	14	50	19
		11	35	2	52	100	100	100	100	100



		No of respondents per job category						% Responses			
Question	Responses	CT	PE	PAC	GW	Subtotal		CT	PE	PAC	GW
2. % of unemployment in local Municipality	Less 20%	0	0	0	0	0		0	0	0	0
	20-40%	2	1	0	4	7		18	3	0	8
	50-60%	9	3	0	31	43		82	9	0	60
	80-90%	0	18	0	7	25		0	51	0	13
	100%	0	13	2	10	25		0	37	100	19
		11	35	2	52	100		100	100	100	100
Question	Responses	CT	PE	PAC	GW	Subtotal		CT	PE	PAC	GW
3. Knowledge of WfW employment opportunities	A friend	0	0	0	0	0		0	0	0	0
	Local Councillor	7	8	0	14	29		64	23	0	27
	DWAF officials	4	15	1	16	36		36	43	50	31
	Public Works officials	0	8	1	4	13		0	23	50	8
	Local Traditional Leader	0	1	0	3	4		0	3	0	6
	Relative	0	2	0	6	8		0	6	0	12
	Employment as an official	0	1	0	6	7		0	3	0	12
	None of the above	0	0	0	3	3		0	0	0	6
		11	35	2	52	100		100	100	100	100

		No of respondents per job category						% Responses			
Question	Responses	CT	PE	PAC	GW	Subtotal		CT	PE	PAC	GW
4. Preferred means to be informed about WfW employment opportunities	Advertisement in local papers	0	0	0	6	6		0	0	0	12
	Advertisement at local offices	4	5	1	1	11		36	14	50	2
	Community meetings	2	0	0	26	28		18	0	0	50
	Local forums	5	10	1	9	25		45	29	50	17
	Local radio	0	15	0	9	24		0	43	0	17
	Other	0	5	0	1	6		0	14	0	2
		11	35	2	52	100		100	100	100	100
Question	Responses	CT	PE	PAC	GW	Subtotal		CT	PE	PAC	GW
5. Application for employment	DoL database	0	0	0	4	4		0	0	0	8
	Municipal unemployment database	3	9	1	4	17		27	26	50	8
	Local Traditional Authority offices	0	2	0	4	6		0	6	0	8
	None of the above	0	4	1	39	44		0	11	50	75
	All of the above	8	20	0	1	29		73	57	0	2
		11	35	2	52	100		100	100	100	100

		No of respondents per job category						% Responses			
Question	Responses	CT	PE	PAC	GW	Subtotal		CT	PE	PAC	GW
6. Selection for employment	Interviews	0	4	1	5	10		100	11	50	10
	Elections	11	9	1	9	30		0	26	50	17
	Family relations	0	8	0	8	16		0	23	0	15
	Nominations	0	5	0	21	26		0	14	0	40
	None of the above	0	9	0	9	18		0	26	0	17
		11	35	2	52	100		100	100	100	100
Question	Responses	CT	PE	PAC	GW	Subtotal		CT	PE	PAC	GW
7. Panel members for interviews	Project Manager	0	0	0	10	10		0	0	0	19
	Contractor	0	1	0	2	3		0	3	0	4
	Social Development and Training Coordinator	0	2	0	2	4		0	6	0	4
	PAC	0	4	0	30	34		0	11	0	58
	All of the above	8	16	1	2	27		73	46	50	4
	None of the above	3	12	1	6	22		27	34	50	12
		11	35	2	52	100		100	100	100	100
Question	Responses	CT	PE	PAC	GW	Subtotal		CT	PE	PAC	GW
8. Knowledge of the employment process	Yes	11	14	2	14	57		100	40	50	27
	No	0	12	0	12	14		0	33	0	23
	Not Sure	0	9	0	26	29		0	27	50	50
		11	35	2	52	100		100	100	100	100

		No of respondents per job category						% Responses			
Question	Responses	CT	PE	PAC	GW	Subtotal		CT	PE	PAC	GW
9. Level of knowledge of the employment process	Excellent	7	11	2	25	54		60	33	100	48
	Very good	2	11	0	11	20		20	33	0	21
	Good	2	13	0	6	16		20	34	0	12
	Not so good	0	0	0	6	6		0	0	0	12
	Not good at all	0	0	0	4	4		0	0	0	8
		11	35	2	52	100		100	100	100	100
<b>Question</b>	<b>Responses</b>	<b>CT</b>	<b>PE</b>	<b>PAC</b>	<b>GW</b>	<b>Subtotal</b>		<b>CT</b>	<b>PE</b>	<b>PAC</b>	<b>GW</b>
10. Does a project have a PAC?	Yes	11	32	1	50	96		100	97	50	96
	No	0	3	1	2	4		0	3	50	4
	Not Sure	0	0	0	0	0		0	0	0	0
		11	35	2	52	100		100	100	100	100
<b>Question</b>	<b>Responses</b>	<b>CT</b>	<b>PE</b>	<b>PAC</b>	<b>GW</b>	<b>Subtotal</b>		<b>CT</b>	<b>PE</b>	<b>PAC</b>	<b>GW</b>
	Local Councilor	5	11	1	0	17		45	31	50	0
11. PAC representation	NGOs	0	0	0	21	21		0	0	0	40
	CBOs	2	8	0	1	11		18	23	0	2
	DoL	2	7	0	16	25		18	20	0	31
	Local Traditional Leaders	0	1	1	4	6		0	3	50	8
	All of the above	2	8	1	10	21		18	23	50	19
		11	35	2	52	100		100	100	100	100

		No of respondents per job category						% Responses			
Question	Responses	CT	PE	PAC	GW	Subtotal		CT	PE	PAC	GW
12. Roles and responsibilities of the PAC	Link between the project and its communities	2	7	0	10	19		18	20	0	19
	Employment of beneficiaries	9	28	0	42	79		82	80	0	81
	Dispute resolution	0	0	0	0	0		0	0	0	0
	All of the above	0	0	2	0	2		0	0	100	0
		11	35	2	52	100		100	100	100	100
Question	Responses	CT	PE	PAC	GW	Subtotal		CT	PE	PAC	GW
13. Individual targets promoted	Women	7	21	1	43	0		64	60	50	83
	Youth	0	0	1	2	0		0	0	50	4
	People with disabilities	4	14	0	7	0		36	40	0	13
		11	35	2	52	0		100	100	100	100

		No of respondents per job category						% Responses			
Question	Responses	CT	PE	PAC	GW	Subtotal		CT	PE	PAC	GW
14. Promotion of individual targets	Balance of males and females (50/50)	5	21	0	16	42		45	60	0	31
	Vigorous campaigns	3	0	0	0	3		27	0	0	0
	Reasonable accommodation of women and people with disabilities	3	7	0	0	10		27	20	0	0
	Nothing to change	0	0	0	0	0		0	0	0	0
	PAC Involvement	0	7	2	0	9		0	20	100	0
	Focus on compliance of targets	0	0	0	36	36		0	0	0	69
		11	35	2	52	100		100	100	100	100
Question	Responses	CT	PE	PAC	GW	Subtotal		CT	PE	PAC	GW
15. Improving the selection process	Stakeholder involvement	2	7	2	17	28		18	20	100	33
	Youth organisation involvement	2	7	0	5	14		18	20	0	10
	Shortlisting and interviews	5	14	0	13	32		45	40	0	25
	Elections	2	7	0	11	20		18	20	0	21
	Involvement of the Contractors	0	0	0	6	6		0	0	0	12
		11	35	2	52	100		100	100	100	100

		No of respondents per job category						% Responses			
		CT	PE	PAC	GW	Subtotal		CT	PE	PAC	GW
16. Improving the functioning of the PAC	Full participation of the PAC in the interviews	5	8	0	13	26		45	23	0	25
	Balance of community concerns	2	13	2	3	20		18	37	100	6
	Advisory role	2	7	0	15	24		18	20	0	29
	Nothing to change	2	7	0	21	30		18	20	0	40
		11	35	2	52	100		100	100	100	100

### 3.3.1 Motivation for employment

According to the study, 45% of the Contractors, 51% of the Peer Educators and 60% of the Workers stated that their motivation for participating in the WfW programme is employment. Another 45% of Contractors indicated their motivation as entrepreneurship as opposed to only 14% and 13% of the Peer Educators and the Workers. Only 9% of the Contractors, 14% of the Peer Educators and 19% of the Workers indicated their motivation as that of community development. In addition, 20% of the Peer Educators and 8% of the Workers indicated that their motivation for participation is career development. Lastly, 50% of the PAC members stated entrepreneurship and 50% community development.

### 3.3.2 Percentage of unemployment in local Municipality

According to 82% of the Contractors, 9% of the Peer Educators and 60% of the Workers an estimated unemployment level in their local Municipalities was between 50-60%. In addition, 18% of Contractors, 3% of Peer Educators and 8% of Workers indicated 20-40%.

According to, 37% of Peer Educators, 100% of the PAC members and 19% of the Workers was 100%. Lastly, 51% of the Peer Educators and 13% of the Workers unemployment level was 80-90%.

### **3.3.3 Employment opportunities**

In their responses 64% of the Contractors indicated that they were informed about WfW employment opportunities through a local Councilor while 36% indicated that it was through a DWAF official. There was a variation with regard to the responses given by the Workers, the Peer Educators and the PAC members. In their responses 23% of the Peer Educators and 27% of the Peer Educators stated that they learned of employment opportunities offered by WfW through a local Councilor. However, 43 % of the Peer Educators and 31% of the Workers and 50% of PAC mentioned that it was through a DWAF official.

Only 23% of the Peer Educators, 8% of the Workers and 50% of the PAC members indicated that they were informed by a Department of Public Works official. In addition, 12% of the Workers and 3% of the Peer Educators stated that they also learned from employment as DWAF officials. Lastly, 6% of the Workers did not choose the options provided on the questionnaire.

### **3.3.4 Preferred means of informing beneficiaries about the WfW employment opportunities**

Only 12% of the Workers stated that they would have preferred to be informed about WfW employment opportunities through the local radio stations. In addition, 36% of the Contractors, 14% of the Peer Educators, 50% of the PAC members and 2% of the Workers indicated that they would have preferred advertisement at local offices.



Furthermore, 45% of the Contractors, 29% of the Peer Educators and 50% of the PAC members and 17% of the Workers stated that they would have preferred community meetings. A further, 35% of the Contractors and 17% of the Workers indicated preference to local radio. Lastly, the 14% of the Peer Educators and 2% of the Workers indicated that they would have preferred other means than those mentioned in the questionnaire.

### **3.3.5 Application for employment**

According to, 73% of the Contractors, 57% of the Peer Educators and 2% indicated that their application for employment was preceded by submission of applications at the DoL database, Municipal unemployment database and local Traditional Authority offices. However, 27% of Contractors, 26% of the Peer Educators, 50% of the PAC members and 8% of the Workers indicated that they had applied through the Municipal database. Only 8% of the Workers indicated that they applied through the DoL database. In addition, 6% of the Peer Educators and 8% of the Workers mentioned local Traditional Authority offices. Lastly, 11% of the Peer Educators, 50% of the PAC members and 75% of the Workers did not choose the options provided on the questionnaire.

### **3.3.6 Selection for employment**

All the Contractors stated that they were selected into employment within the WfW through interviews as opposed to 11% of the Peer Educators, 50% of the PAC and 10% of the Workers. Furthermore, 26% of Peer Educators, 50% of PAC and 17% of the Workers revealed that they were selected through elections. Only 23% of the Peer Educators and 15% of the Workers mentioned family relations. In addition, 14% of the Peer Educators and 40% of the Workers stated nominations. Lastly, 17% of the Workers and 26% of the Workers mentioned that they were not selected through interviews, elections, family relations or nominations.

### **3.3.7 Panel members for the interviews**

The responses indicated that 73% of the Contractors, 46% of the Peer Educators, 50% of the PAC members and 4% of the Workers pointed out those panel members for their interviews were the PAC members, Social Development and Training Coordinator, Contractor and the Project Manager. Only 19% of the Workers stated the Project Manager. The Workers and the Peer Educators also indicated the Contractor as a panel member with 4% and 3% respectively. The responses revealed that 6%% of the Peer Educators and 4% of the Workers mentioned the Social Development and Training Coordinator as the panel member. Lastly, 11% of the Peer Educators and 58% of the Workers mentioned the PAC members.

### **3.3.8 Employment process**

All the Contractors indicated that they had knowledge of the employment process followed by the WfW. In terms of their knowledge of the employment process 40% of the Peer Educators and 26% of the Workers responded positively. In their responses 33% of the Peer Educators as opposed to 24% of the Workers responded that they did not know about the process while 27% of the Peer Educators and 50% of the Workers stated that they were not sure. Lastly, half of the PAC members indicated that they were not sure and half agreed that all projects had PACs

### **3.3.9 Knowledge of employment process**

In their responses 60% of the Contractors rated their level of knowledge of the employment process as excellent, 20% as very good and another 20% as good. However, 33% of the Peer Educators and 48% of the Workers rated their knowledge as excellent, another 33% of Peer Educators and 21% of the Workers regarded their level of knowledge as very good. Furthermore, 34% of the Peer Educators and 12% of the Workers mentioned that their level of knowledge was good.

Only 12% of the Workers mentioned that their knowledge was not good. Lastly, 100% of the PAC members stated their knowledge as excellent and the Workers were the only group that chose not good at all.

### **3.3.10 Existence of PAC**

All the Contractors, 97% of the Peer Educators and 96% of the Workers answered that all projects had the PAC. However, half of the PAC members mentioned that they were not sure. Only 3% of the Peer Educators and 4% of the Workers indicated not sure.

### **3.3.11 Representation of PAC**

The responses revealed that 45% of the Contractors, 31% of the Peer Educators and 50% of the PAC members responded that the PAC was represented by the local Councilors. In addition, 40% of the Workers mentioned Non-Governmental Organisations (NGOs). According to, 18% of the Contractors and 23% of Peer Educators and 2% of the Workers it was the Community Based Organisations (CBOs). Furthermore, 18% of the Contractors, 20% of the Peer Educators and 31% of the PAC members indicated the DoL. Only 3% of the Peer Educators, 50% of the PAC members and 8% of the Workers mentioned the local traditional leaders. Lastly 18% of the Contractors and the 23% of the Peer Educators, 19% of the Workers and 50% of the PAC members revealed that the PAC were represented by all role players, namely local councilors, NGOs, CBOs, the DoL and local traditional leaders.

### **3.3.12 Roles and responsibilities of PAC**

According to 82% of the Contractors, 80% the Peer Educators and 81% of the Workers chose the responsibilities of the PAC as the employment of beneficiaries. In addition, 18% of the Contractors, 20% of the Peer Educators and 19% of the Workers mentioned the link between the project and its communities.

All the PAC members agreed that their roles were, namely a link between the project and its communities, employment of beneficiaries and dispute resolution. .

### **3.3.13 Employment targets**

According to 64% of the Contractors the individual targets promoted by WfW's employment processes were women and 36% indicated that people with disabilities were promoted. The responses given by the Peer Educators and the Workers varied as 60% of the Peer Educators and 83% of the Workers chose women as targets that were being promoted by WfW. Less than 10% of the Workers stated the youth while 40% of the Peer Educators and 13% of the Workers mentioned people with disabilities as targets. However, half of the PAC members mentioned women and the other half mentioned people with disabilities with no mention of the youth as a target.

### **3.3.14 Promoting employment of individual targets**

In their responses, 45% of the Contractors, 60% of the Peer Educators and 31% of the Workers agreed that there should be a balance of individual targets, namely 50% male and 50% female. According to, 27% of the Contractors there should vigorous campaigns in ensuring that individual targets are obtained. A further 27% of Contractors and 20% of Peer Educators recommended that there should be reasonable accommodation for people with disabilities and women. This is due to the fact that the work is labour intensive and difficult for both targets. Accordingly, 20% of the Peer Educators recommended that the PAC should be involved in monitoring compliance to individual targets. All PAC members agreed with the Workers and the Peer Educators on the need to advance their involvement in obtaining employment targets. Lastly, 69% of the Workers indicated that there should be a focus and commitment in promoting the individual targets.

### 3.3.15 Improving selection process

In the study, 20% of the Contractors as opposed to 11% of the Peer Educators and 33% of the Workers stated that all stakeholders should be involved in the selection process, namely PAC, Project Manager, Social Development and Training Coordinator and traditional leaders. Once again here all PAC members agreed with the notion of involving all stakeholders in the selection process. Another 20% of the Contractors and 77% of the Peer Educators indicated that in order to promote the selection of youth targets, youth organisations need to be involved in the selection process. In addition, 40% of the Peer Educators recommended that the selection process should be done through short listing and interviews. Only 20% of the Contractors and 12% of the Peer Educators revealed that they would prefer elections as another means of recruitment and selection.

**Table 3.4 HIV and AIDS Programme**

The table below gives a description of the responses and data collected on HIV and AIDS programme.

		No of respondents per job category					% Responses			
Question	Responses	CT	PE	PAC	GW	Subtotal	CT	PE	PAC	GW
17. Do all projects have Peer Educators?	All	8	25	1	45	79	73	71	50	87
	Some	3	7	0	4	14	27	20	0	8
	Not at all	0	3	0	1	4	0	9	0	2
	Not Sure	0	0	1	2	3	0	0	50	4
		11	35	2	52	100	100	100	100	100

		No of respondents per job category					% Responses			
Question	Responses	CT	PE	PAC	GW	Subtotal	CT	PE	PAC	GW
18. Selection of Peer Educators	Nominations	11	15	1	15	42	100	43	50	29
	Elections	0	14	0	16	30	0	40	0	31
	Voluntarism	0	2	0	4	6	0	6	0	8
	All of the above	0	1	1	12	14	0	3	50	23
	None of the above	0	3	0	5	8	0	9	0	10
		11	35	2	52	100	100	100	100	100
Question	Responses	CT	PE	PAC	GW	Subtotal	CT	PE	PAC	GW
19. Knowledge of the HIV and AIDS Policy	Yes	6	12	1	12	31	55	34	50	23
	No	5	19	0	36	60	45	54	0	69
	Not Sure	0	4	1	4	9	0	11	50	8
		11	35	2	52	100	100	100	100	100
Question	Responses	CT	PE	PAC	GW	Subtotal	CT	PE	PAC	GW
20. Who selects the PE?	Contractor	8	15	1	21	45	73	43	50	40
	Team members	3	17	0	28	48	27	49	0	54
	Social Development and Training Coordinator	0	1	0	1	2	0	3	0	2
	All of the above	0	2	1	2	5	0	6	50	4
		11	35	2	52	100	100	100	100	100

		No of respondents per job category					% Responses			
Question	Responses	CT	PE	PAC	GW	Subtotal	CT	PE	PAC	GW
21. Roles and Responsibilities of PE	Information Sharing	3	14	0	7	24	27	40	0	13
	Condoms Distribution	3	2	0	8	13	27	6	0	15
	Link between the Social Development and the team	5	1	0	2	8	45	3	0	4
	All of the above	0	18	2	35	55	0	51	100	67
		11	35	2	52	100	100	100	100	100
Question	Responses	CT	PE	PAC	GW	Subtotal	CT	PE	PAC	GW
22.Composition of PE in the team	Male and female	11	27	2	37	39	100	77	100	71
	Female and female	0	8	0	15	53	0	23	0	29
	Male and male	0	0	0	0	8	0	20	0	0
		11	35	2	52	100	100	100	100	100

		No of respondents per job category						% Responses			
Question	Responses	CT	PE	PAC	GW	Subtotal		CT	PE	PAC	GW
23. How is HIV and AIDS information communicated?	Posters	0	1	2	1	4		0	3	100	2
	Brochures	0	3	0	3	6		0	9	0	5
	HIV and AIDS information sharing sessions	3	8	0	18	29		27	23	0	35
	Toolbox talks	4	14	0	24	42		36	40	0	46
	All of the above	4	9	0	6	19		36	26	0	12
		11	35	2	52	100		100	100	100	100
Question	Responses	CT	PE	PAC	GW	Subtotal		CT	PE	PAC	GW
24. Frequency of toolbox talks	Every day of the week	8	10	0	17	27		73	29	0	33
	Once a week	0	15	0	25	48		0	43	0	48
	Once every two weeks	3	5	0	5	13		27	14	0	10
	Once a month	0	3	2	5	10		0	9	100	10
	None of the above	0	2	0	0	2		0	6	0	0
		11	35	2	52	100		100	100	100	100



		No of respondents per job category					% Responses			
Question	Responses	CT	PE	PAC	GW	Subtotal	CT	PE	PAC	GW
25. Frequency of HIV and AIDS information sessions	Once a month	4	26	2	42	74	36	74	100	80
	Once every three months	3	5	0	5	13	27	14	0	10
	Once every six months	0	4	0	2	6	0	11	0	4
	Once a year	0	0	0	3	3	0	0	0	6
	None of the above	4	0	0	0	4	36	0	0	0
		11	35	2	52	100	100	100	100	100
Question	Responses	CT	PE	PAC	GW	Subtotal	CT	PE	PAC	GW
26. Availability of condoms on site	On a daily basis	7	13	1	26	47	64	37	50	50
	Once a week	4	9	1	26	40	36	26	50	50
	Once every two weeks	0	7	0	0	7	0	20	0	0
	Once a month	0	6	0	0	6	0	17	0	0
	None of the above	0	0	0	0	0	0	0	0	0
		11	35	2	52	100	100	100	100	100

Question	Responses	CT	PE	PAC	GW	Subtotal		CT	PE	PAC	GW
27. Monitoring of the PE activities	Project Manager	0	4	0	2	6		0	11	0	4
	Social Development and Training Coordinator	4	3	0	4	11		36	9	0	8
	Contractor	3	15	2	36	56		27	43	100	69
	All of the above	4	13	0	10	27		36	37	0	19
		11	35	2	52	100		100	100	100	100
Question	Responses	CT	PE	PAC	GW	Subtotal		CT	PE	PAC	GW
28. Availability of an annual action plan	Yes	7	14	0	5	26		64	40	0	10
	No	4	11	0	36	51		36	31	0	69
	Not Sure	0	10	2	11	23		0	29	100	21
		11	35	2	52	100		100	100	100	100
Question	Responses	CT	PE	PAC	GW	Subtotal		CT	PE	PAC	GW
29. Focus of WfW HIV and AIDS programme	Prevention	3	3	0	7	13		27	9	0	13
	Education	3	10	0	5	18		27	29	0	10
	Basic counseling	0	0	2	1	3		0	0	100	2
	All of the above	5	22	0	39	66		45	63	0	75
		11	35	2	52	100		100	100	100	100

		No of respondents per job category						% Responses			
Question	Responses	CT	PE	PAC	GW	Subtotal		CT	PE	PAC	GW
30. PE training	HIV and AIDS awareness	3	16	0	23	42		27	46	0	45
	Peer Educator training	0	12	0	20	32		0	34	0	38
	Basic counseling	0	1	0	2	3		0	3	0	4
	First aid	0	1	0	7	8		0	3	0	13
	Health and safety	0	5	0	0	5		0	14	0	0
	All of the above	8	0	2	0	10		73	0	100	0
		11	35	2	52	100		100	100	100	100
Question	Responses	CT	PE	PAC	GW	Subtotal		CT	PE	PAC	GW
31. Level of satisfaction on HIV and AIDS programme	Highly satisfied	7	30	1	26	64		64	86	50	50
	Some what satisfied	4	5	1	26	36		36	14	50	50
	Not satisfied at all	0	0	0	0	0		0	0	0	0
		11	35	2	52	100		100	100	100	100

		No of respondents per job category						% Responses			
Question	Responses	CT	PE	PAC	GW	Subtotal		CT	PE	PAC	GW
32. Improving PE programme	Home based care	3	0	0	2	5		27	0	0	4
	Voluntary Counseling and Testing(VCT)	0	13	0	4	17		0	37	0	8
	Training every three months	3	3	2	36	44		27	9	100	69
	Nothing to change	3	9	0	4	16		27	26	0	8
	Competency to provide Basic Counseling	2	0	0	2	4		18	0	0	4
	Development of annual plans by Peer Educators	0	10	0	4	14		0	29	0	8
		11	35	2	52	100	0	100	100	100	100

		No of respondents per job category						% Responses			
Question	Responses	CT	PE	PAC	GW	Subtotal		CT	PE	PAC	GW
33. Improving condom distribution	Provision of Female condoms	3	1	0	2	6		27	3	0	4
	SABS approved condoms	0	21	2	4	27		0	60	100	8
	Regular provision of condoms on site	0	10	0	36	46		0	29	0	69
	Nothing to change	8	3	0	10	21		73	9	0	19
		11	35	2	52	100		100	100	100	100

### 3.4 DISCUSSION ON HIV AND AIDS PROGRAMME

The following section discusses the data presented in table 3.4

#### 3.4.1 Existence of Peer Educators

In responding to this question, more than 70% of all job categories stated that all projects have Peer Educators. Only less than 30% of the Peer Educators stated that they were not sure. However, half of the PAC members indicated that they were not sure and the other half responded positively.

#### 3.4.2 Selection of Peer Educators

All the Contractors indicated that the Peer Educators were selected by means of nominations. The Peer Educators supported by the Workers responded that they were selected through various means. According to, 43% of the Peer Educators and 29% of the Workers stated nominations while 40% and 31% mentioned elections.

Only 6% of the Peer Educators and 8% of the Workers mentioned voluntarism. In the case of the PAC members 50% mentioned nominations and 50% mentioned nominations, elections and voluntarism.

### **3.4.3 Knowledge of HIV and AIDS Policy**

The study revealed that 55% of the Contractors, 34% of the Peer Educators, 50% of the PAC members and 23% of the Workers had knowledge of the HIV and AIDS Policy. However, 45% of the Contractors, 54% of the Peer Educators and 69% of the Workers mentioned that they did not know about the HIV and AIDS Policy. Only 11% of the Peer Educators and 8% of the Workers mentioned that they were not sure.

### **3.4.4 Who selects Peer Educators?**

In their responses 73% of the Contractors stated that they selected the Peer Educators while only 27% stated the team members. However, 43% of the Peer Educators noted that they were selected by Contractors. More than half of the Workers with 54% agreed with 49% of the Peer Educators and 50% of the PAC members indicated by the team members. Less than 5% of both the Peer Educators and the Workers with 3% and 2% respectively, stated that selection was done by the Social Development and Training Coordinator while the 50% of the PAC members chose all options provided on the questionnaire, namely the Social Development and Training Coordinator, the Contractor and the team members.

### **3.4.5 Roles and responsibilities of Peer Educators**

According to, 27% of the Contractors, 40% of the Peer Educators and 13% of the Workers the roles and responsibilities of a Peer Educator are that of information sharing. A further 27% of the Contractors as opposed to 6% of the Peer Educators and 15% of the Workers noted the role of a link between the Social Development and Training Coordinator and the team.

More than 50% of all job categories including the PAC members with 51%, 100% and 67% respectively answered to all options provided on the questionnaire, namely information sharing, condom distribution and a link between the Social Development and Training Coordinator and the team.

#### **3.4.6 Composition of Peer Educators in the team**

All the Contractors and the PAC members, 77% of the Peer Educators and 71% of the Workers stated that the composition of the Peer Educators was male and female for each team. However, 23% of the Peer Educators and 29% of the Workers chose the Peer Educator composition as two females.

#### **3.4.7 Communication of HIV and AIDS information**

According to 27% of the Contractors as opposed to 23% of the Peer Educators and 35% of the Workers stated that HIV and AIDS information was communicated through HIV and AIDS information sharing sessions. A further 36% of the Contractors, 40% of the Peer Educators and 46% of the Workers mentioned that information was communicated through toolbox talks. In addition, 36% of the Contractors as opposed to 24% of the Peer Educators and 12% of the Workers chose all communication options, namely posters, brochures, HIV and AIDS information sharing sessions and toolbox talks. Lastly, less than 10% of the Peer Educators and the Workers stated posters and brochures.

#### **3.4.8 Frequency of toolbox talks**

In the study 73% of the Contractors compared to 29% of the Peer Educators and 33% of the Workers revealed that they held toolbox talks every day of the week. In their responses 43% of the Peer Educator and 48% of the Workers stated that they held toolbox talks once a week. The study also revealed that 27% of the Contractors and 14% of the Peer Educators compared to only 10% of Workers indicated a frequency of once every two weeks.

In addition, 9% of the Peer Educators and 10% of the Workers mentioned a frequency of once a month. Lastly, 6% of the Peer Educators did not choose the options provided while 100% of the PAC members mentioned once a month.

#### **3.4.9 Frequency of HIV and AIDS information sharing sessions**

In terms of the responses 36% of the Contractors as opposed to 74% of the Peer Educators, 100% of the PAC members and 81% of the Workers mentioned that they held information sharing sessions once a month. The study also revealed that 27% of the Contractors as opposed to 14% of the Peer Educators and 10% the Workers stated a frequency of once every three months. Lastly, 36% of the Contractors chose none of the distracters provided.

#### **3.4.10 Availability of condoms on site**

The responses indicated that 64% of the Contractors compared to 37% of the Peer Educators, 50% of the PAC members and 50% of the Workers responded that condoms were available on a daily basis. However, 36% of the Contractors, 26% of the Peer Educators, 50% of the PAC members and 50% of the Workers agreed that condom distribution was done once every two weeks. Only 20% of the Peer Educators mentioned once every two weeks and 17% once a month.

#### **3.4.11 Monitoring Peer Educators activities**

In the study 11% of the Peer Educators and 4% of the Workers mentioned that the Project Manager monitored Peer Educator activities. According to, 36% of the Contractors, 9% of the Peer Educators and 8% of the Workers the Social Development and Training Coordinator monitored the Peer Educator activities. In addition, 27% of the Contractors, 43% of the Peer Educators, 100% of the PAC members and 69% of the Workers noted that the Contractor did the monitoring.



Furthermore, 36% of Contractors, 37% of the Peer Educators and 19% of the Workers stated that all role players provided on the questionnaire, namely the Project Manager, the Social Development and Training Coordinator and the Contractor monitored the Peer Educator activities.

#### **3.4.12 Availability of an annual action plan**

In the study 64% of the Contractors, 40% of the Peer Educators and 10% of the Workers reported that all Peer Educators had an annual action plan. Furthermore, 36% of the Contractors, 31% of the Peer Educators and 69% of the Workers agreed that the Peer Educators did not have annual action plans while 29% of the Peer Educators, 100% of the PAC members and 21% of the Workers reported that they were not sure.

#### **3.4.13 Focus of the WfW HIV and AIDS programme**

In their response 27% of the Contractors, 9% of the Peer Educators and 13% of the agreed that that the focus of the WfW HIV and AIDS programme was prevention. A further 27% of the Contractors, 29% of the Peer Educators, 100% of the PAC members and 10% of the Workers stated basic counseling. Lastly, 45% of the Contractors, 63% of the Peer Educators and 75% of the Workers indicated all key focus areas mentioned on the questionnaire, namely prevention, education and basic counseling.

#### **3.4.14 Peer Educator training**

The responses revealed that 27% of the Contractors, 46% of the Peer Educators and the 44% of the Workers indicated that the training session which the Peer Educators attended was HIV and AIDS awareness while 34% Peer Educators and 38% of the Workers indicated peer educator training. Less than 5% of the Peer Educators and the Contractors with 3% and 4% respectively named basic counseling. Only 14% of the Peer Educators mentioned health and safety training.

Lastly, 73% of the Contractors and 100% of the PAC members chose all training options provided, namely HIV and AIDS awareness, peer educator training, basic counseling, first aid and health and safety.

#### **3.4.15 Level of satisfaction with HIV and AIDS programme**

The responses revealed that 64% of the Contractors, 86% of the Peer Educators, 50% of the PAC members and 50% of the Workers reported that they were highly satisfied with the roll out of the Peer Educator programme. Lastly, 36% of the Contractors and 14% of the Peer Educators and 50% of the Workers and the PAC members mentioned that they were somewhat satisfied.

#### **3.4.16 Improving Peer Educator programme**

The responses of the Contractors were proportionally split at 27% and 18%. The first 27% of Contractors as opposed to 4 % of the Workers mentioned that in order to improve the Peer Educator programme, the Peer Educators needed to focus on home based care. The second 27% recommended that there should be additional training for the Peer Educators. The third 27% of the Contractors compared to 26% of the Peer Educators and 8% of the Workers were happy with the Peer Educator programme and did not identify any aspect that required improvement. The last 18% as well as 4% of the Workers recommended that Peer Educators needed to have knowledge of counseling. In addition 29% of the Peer Educators and 8% of the Workers recommended the development of the annual plans.

#### **3.4.17 Improving condom distribution**

All job categories recommended the provision of female condoms and regular and daily provision of South African Bureau of Standards (SABS) approved condoms on site.

**Table 3.5 Training and skills development**

The table below provides data and responses on training and skills development processes.

		No of respondents per job category						% Responses			
Question	Responses	CT	PE	PAC	GW	Sub total		CT	PE	PAC	GW
34. Identification of training needs	Project Manager	3	3	0	3	9		27	9	0	6
	Contractor	0	5	0	1	6		0	14	0	2
	Social Development and Training Coordinator	3	12	0	15	30		27	34	0	29
	All of the above	5	15	2	33	55		45	43	100	63
		11	35	2	52	100		100	100	100	100

		No of respondents per job category						% Responses			
Question	Responses	CT	PE	PAC	GW	Subtotal		CT	PE	PAC	GW
35. Medium used to inform trainees on training dates	Written notices	4	1	0	18	23		36	3	0	35
	Telephone	0	13	0	2	15		0	37	0	3
	Fax	0	0	0	13	13		0	0	0	25
	Email	0	0	0	14	14		0	0	0	
	Cell phone SMS	7	7	0	5	19		64	20	0	10
	Word of mouth	0	7	0	0	7		0	20	0	27
	All of the above	0	7	2	0	9		0	20	100	0
		11	35	2	52	100		100	100	100	100

		No of respondents per job category						% Responses			
Question	Responses	CT	PE	PAC	GW	Subtotal		CT	PE	PAC	GW
36. Preferred medium of communication	Written notices	0	6	0	4	10		0	17	0	8
	Telephone	0	10	0	17	27		0	29	0	33
	Fax	0	0	0	10	10		0	0	0	19
	E-mail	0	1	0	13	14		0	3	0	25
	Cellphone SMS	2	9	0	8	19		18	26	0	15
	Word of mouth	2	8	1	0	11		18	23	50	0
	All of the above	7	1	1	0	9		64	3	50	0
		11	35	2	52	100		100	100	100	100
Question	Responses	CT	PE	PAC	GW	Subtotal		CT	PE	PAC	GW
37. Monitoring of the training	DoL officials	5	20	0	22	47		45	57	0	42
	Project Manager	6	12	0	17	35		55	34	0	33
	Contractor	0	3	0	1	4		0	9	0	2
	Social Development and Training Coordinator	0	0	1	11	12		0	0	50	21
	All of the above	0	0	1	1	2		0	0	50	2
	None of the above	0	0	0	0	0		0	0	0	0
		11	35	2	52	100		100	100	100	100

		No of respondents per job category						% Responses			
Question	Responses	CT	PE	PAC	GW	Subtotal		CT	PE	PAC	GW
38. Frequency of monitoring by all relevant stakeholders	All the days of the training	4	8	2	11	25		36	23	100	21
	Some days of the training	7	25	0	40	72		64	71	0	77
	None of the above	0	2	0	1	3		0	6	0	2
		11	35	2	52	100		100	100	100	100
Question	Responses	CT	PE	PAC	GW	Subtotal		CT	PE	PAC	GW
39. Evaluation of the training	Contractor	3	4	2	5	14		27	11	100	10
	Project Manager	8	4	0	2	14		73	11	0	4
	Social Development Coordinator	0	7	0	4	11		0	20	0	8
	Participants	0	11	0	18	29		0	31	0	35
	All of the above	0	9	0	23	32		0	26	0	44
		11	35	2	52	100		100	100	100	100

Question	Responses	CT	PE	PAC	GW	Subtotal		CT	PE	PAC	GW
40. Evaluation of training on its completion	Formal evaluation form	7	28	2	45	82		64	80	100	87
	Written comments on a piece of paper	2	7	0	4	13		18	20	0	8
	Verbal comments	1	0	0	3	4		9	0	0	6
	None of the above	1	0	0	0	1		9	0	0	0
		11	35	2	52	100		100	100	100	100
Question	Responses	CT	PE	PAC	GW	Subtotal		CT	PE	PAC	GW
41. Contribution of the training process to learning	Yes	11	35	1	48	95		100	100	50	92
	No	0	0	0	1	1		0	0	0	2
	Not sure	0	0	1	3	4		0	0	50	6
		11	35	2	52	100		100	100	100	100

		No of respondents per job category						% Responses			
Question	Responses	CT	PE	PAC	GW	Subtotal		CT	PE	PAC	GW
42.Improving Identification of training needs	Involvement of workers	0	31	1	48	80		0	89	50	92
	Involvement of the Contractors	7	3	0	1	11		64	9	0	2
	Involvement of all stakeholders	4	1	1	3	9		36	3	50	6
	Nothing to improve	0	0	0	0	0		0	0	0	0
		11	35	2	52	100		100	100	100	100
Question	Responses	CT	PE	PAC	GW	Subtotal		CT	PE	PAC	GW
43. Improving notification	Use of SMS	5	4	0	10	19		45	11	0	19
	During meetings	2	1	2	6	11		18	3	100	12
	Telephone	2	6	0	2	10		18	17	0	4
	Nothing to improve	2	0	0	2	4		18	0	0	4
	Timeous notification preferably three days in advance	0	22	0	30	52		0	63	0	58
	Schedule to be provided at the beginning of the year	0	2	0	2	4		0	6	0	4
		11	35	2	52	100		100	100	100	100



		No of respondents per job category						% Responses			
Question	Responses	CT	PE	PAC	GW	Subtotal		CT	PE	PAC	GW
44. Improving monitoring	Stakeholder involvement	2	7	2	10	21		18	20	100	19
	On a daily basis	4	7	0	20	31		36	20	0	38
	Contractors should do the monitoring	3	11	0	12	26		27	31	0	23
	Nothing to improve	2	6	0	10	18		18	17	0	19
	Project Manager should do the monitoring	0	2	0	0	2		0	6	0	0
	DoL should monitor 60% of the training	0	2	0	0	2		0	6	0	0
		11	35	2	52	100		100	100	100	100

Question	Responses	CT	PE	PAC	GW	Subtotal		CT	PE	PAC	GW
45. Improving evaluation of the training	Trainees to make verbal comments	3	8	2	17	30		27	23	100	33
	DoL should be involved	3	0	0	9	12		27	0	0	17
	Formal evaluation with a form	3	8	0	6	17		27	23	0	12
	Nothing to improve	2	0	0	17	19		18	0	0	33
	Evaluation should be done after each training	0	14	0	3	17		0	40	0	6
	Evaluation should be done by all	0	5	0	0	5		0	14	0	0
		11	35	2	52	100		100	100	100	100

### 3.5 DISCUSSION ON TRAINING AND SKILLS DEVELOPMENT PROGRAMME

The following section discusses the training and development data presented in table 3.5 above.

#### 3.5.1 Identification of training needs

In their responses 27% of the Contractors, 9% of the Peer Educators and 6% of the Workers indicated that the Project Manager identified the training needs.

A further 14% of the Peer Educators and 2% of Workers indicated that the Contractor is the one that identified the training needs.

In addition, 27% of Contractors, 34% of Peer Educators and 29% of Workers mentioned that it was the Social Development and Training Coordinator who identified the training needs. Lastly, 45% of Contractors, 43% of the Peer Educators, 100% of the PAC members and 63% of the Workers indicated that all role players were involved in the training needs identification.

### **3.5.2 Medium used to communicate training dates**

The data revealed that 36% of the Contractors, 3% of the Peer Educators and 35% of the Workers stated that they were notified of training dates by written notices. The data also revealed that 37% of the Peer Educators and 4% of the Workers noted that they were notified by telephone. Further data revealed that 64% of the Contractors, 20% of the Peer Educators and 10% of the Workers mentioned that they were informed by cell phone SMS. In addition 20% of the Peer Educators and 20% of the Peer Educators indicated word of mouth as the medium of communication. Lastly, 20% of the Peer Educators and 100% of the PAC members stated all options provided on the questionnaire, namely written notices, telephone, fax, e-mail, cell phone SMS and word of mouth.

### **3.5.3 Preferred medium to communicate training needs**

According to the data, 17% of the Peer Educators and 8% of the Workers stated that their preferred medium of communication for training dates was written notices. Data also revealed that 29% of the Peer Educators compared to 33% of Workers preferred notices by telephone. Data further revealed that 3% of the Peer Educators and 25% of the Workers mentioned e-mail while only 19% of the Workers showed preference to a fax. Furthermore, 18% of the Contractors, 26% of the Peer Educators and 15% the Workers indicated that their preferred medium of communication for training dates was cell phone SMS. A further 18% of the Contractors compared to 23% of Peer Educators and 50% of PAC members indicated their preference for word of mouth communication.

In terms of preferred medium of communication the study also revealed that 64% of the Contractors, 3% of the Peer Educators and 50% of the PAC members were satisfied with all the communication options provided, namely written notices, telephone, fax, e-mail, cell phone SMS and word of mouth.

#### **3.5.4 Monitoring at training venues**

According to the data, 45% of the Contractors, 57% of the Peer Educator and 42% of the Workers stated that the DoL officials monitored the training. A further 55% of the Contractors, 34% of the Peer Educators and 33% of the Workers indicated that the Project Manager did the monitoring. Only 9% of the Peer Educators and 2% of the Workers stated that the Contractor was the one who monitored the training. In addition 50% of PAC members and 21% of the Workers stated that the Social Development and Training Coordinator was the one that who monitored. Lastly, 50% of the PAC and 2% of the Workers stated that monitoring was done by all role players, namely the DoL officials, the Project Manager, the Contractor and the Social Development and Training Coordinator.

#### **3.5.5 Frequency of monitoring by all relevant stakeholders**

The data revealed that less than 36% of the Contractors, 23% of the Peer Educators compared to 100% of the PAC members and 21% of the Workers mentioned that monitoring of the training was done throughout the training. The data further revealed that 64% of the Contractors, 71% of the Peer Educators and 77% of the Workers have revealed that monitoring of the training was done on some days of the training. Finally, only 6 % of the Peer Educators and 2% of the Workers stated no frequency on the options provided.

### **3.5.6 Who evaluates the training at the end of each course?**

According to the data, 27% of the Contractors, 11% of the Peer Educators, 100% of the PAC members and 10% of the Workers stated that the Contractor did the evaluation. A further 73% of the Contractors, 11% of the Peer Educators and 4% of the Workers mentioned that the Project Manager did the evaluation. Only 20% of the Peer Educators and 8% of the Workers indicated that the Social Development and Training Coordinator did the evaluation. In addition, 31% of the Peer Educators and 35% of the Workers stated that the participants evaluated the training. However, 26% of the Peer Educators as opposed to 44% of Workers mentioned that all role players were involved in the evaluation of the training, namely the Contractor, the Project Manager, the Social Development and Training Coordinator and the participants.

### **3.5.7 Evaluation of the training at its completion**

In their responses 64% of the Contractors, 80% of the Peer Educators, 100% of the PAC members and 87% of the Workers noted that evaluation was done through a formal evaluation form. In addition, 18% of the Contractors, 20% of the Peer Educators and 8% of the Workers mentioned written comments on a piece of paper. Lastly, 9% of the Contractors and 6% of the Workers mentioned verbal comments while 9% did not choose any of the options provided on the questionnaire.

### **3.5.8 Contribution of the training process to learning**

All the Contractors and the Peer Educators stated that the training process contributed to their learning. In addition, 92% of the Workers and 50% of the PAC members also agreed that the training process contributed to their learning. A further 50% of the PAC members and 6% of the Workers mentioned that they were not sure whether the training process contributed to their learning while 2% of Workers stated that the training process did not contribute to their learning at all.

### **3.5.9 Improving identification of training needs**

On the improvement of identification of training needs 89% of the Peer Educators, 50% of the PAC members and 92% of the Workers recommended the involvement of the Workers during training needs identification. In addition, all job categories recommended the involvement of the Contractors in the identification of training needs. It was also recommended that the involvement of all role-players, namely the Contractors, the Workers, the Project Manager, the PACs and Social Development and Training Coordinator was important.

### **3.5.10 Improving notification of training dates**

All job categories agreed that in order to improve the notification of training needs the use of cell phone SMS should be put in place. In addition, 18% of Contractors, 3% of the Peer Educators, 100% of the PACs and 12% of the Workers recommended notice to be communicated during meetings. In addition, the Peer Educators and the Workers recommended telephone and timeous notification preferably three days prior to the training. It was also recommended that a training schedule should be compiled at the beginning of the year.

### **3.5.11 Improving monitoring of training**

When asked to make recommendations on how to improve the monitoring of training all job categories recommended that all parties concerned, namely the Contractor, the Project Manager, the Social Development Coordinator and PACs, should do the monitoring. In addition it was recommended that monitoring be done on a daily basis and the Contractor should be responsible for the monitoring.

However, 18% of the Contractors, 17% of the Peer Educators and 19% of the Workers indicated that nothing should be changed in the present monitoring system.

All job categories also agreed that that the Project Manager should monitor the training on a daily basis. The Peer Educators also recommended that at least 60% of the trainings should be monitored by the DoL.

### **3.5.12 Improving evaluation of training**

All job categories agreed that in order to improve the evaluation of the training all trainees should make verbal comments about the training and that the DoL should also be present to evaluate the training. In addition, it was recommended that formal written evaluation forms should be used for evaluating the training. However, 18% of the Contractors and 33% of the Workers were satisfied with the present system of evaluation and did not recommend changes. The Peer Educators further recommended that all role players, namely the participants, the DoL, the Project Manager, the Contractor, the PAC and Social Development and Training Coordinator, should do the evaluation.

## **3.6 SUMMARY**

This chapter has presented the data collected from the Contractors, the Peer Educators, the PAC members and the Workers. This chapter only presented the data collected while the next chapter will focus on the analysis of the data.

## CHAPTER 4

### ANALYSIS OF DATA

#### 4.1 INTRODUCTION

The aim of this chapter is to analyse the data presented in chapter 3. A discussion of the various questions asked during the data collection is made in this chapter. The chapter is divided into four job categories as previously presented in chapter 3. This is to ensure consistency with regard to data presentation and analysis. The Contractors and Peer Educators are discussed first followed by the Workers and PAC.

The discussions reflect the responses made by the participants, the policy requirements of the WfWr and suggested improvements to the process and implementation processes.

The policy requirements discussed on recruitment and selection include the *WfW Norms and Standards* (2001:44) which provide guidelines for the implementation of all projects. In addition to the Norms and Standards, there are Guidelines to the establishment of the Project Advisory Committees which provide guidelines on the establishment of the PACs, their terms of reference, roles and responsibilities and their composition.

On HIV and AIDS reference is also made to the WfW Norms and Standards as well as the WfW HIV and AIDS Policy. Lastly, on training and skills development, reference is made to the training policy for WfW beneficiaries, the MoA signed between the DoL and DWAF and WfW Norms and Standards.



## **4.2 ANALYSIS FOR CONTRACTORS AND PEER EDUCATORS**

The discussions in this section focus on the Contractors and Peer Educators and their responses and the analysis of the data presented in chapter 3. The discussion also refers to the policy requirements that guide the implementation of the Social Development interventions within the WfW.

### **4.2.1 Gender**

#### **4.2.1.1 Contractors**

According to the Ministerial Determination on SPWP (1996), the WfW should target 60% women. The data collected indicate that 82% of the Contractors were male and only 18% were female. Burnwell and Randall (2001:111) mention that this form of imbalance perpetuates poverty and contradicts the Social Development objectives of the RDP on poverty eradication. According to May (1998:38), equality is a state of social organisation that enables or gives equal access to resources and opportunities to all members of the society. However, in this regard the lack of compliance to the target, limits access by women to participate in the WfW as Contractors.

It is important to refer back to the RDP, which Roux (2001:167) defines as a strategy for the socio-economic transformation of South Africa. The Social Development objectives of the WfW are consistent with the RDP objectives of poverty eradication for the most marginalized individuals of the society, namely “the poorest of the poor” and female headed households. Motloung and Mears (2002:535) affirm that the poorest segments of the South African population live in households headed by women. Therefore, the low percentage of women as Contractors within the WfW perpetuates the inequalities that contribute to poverty.

#### **4.2.1.2 Peer Educators**

Contrary to the Contractors 71% of the Peer Educators were females and only 29% were males. May (1998:39) argues that equality is a social organisation that enables or gives equal access to resources or opportunities. Looking at the representation of women in this category the question could be why? There are several reasons which can be attributed to having caused this situation. The first is that since the role in itself is that of a Peer Educator, this could be seen as a role for women. The second reason is that women are not provided with the same opportunities as men with regard to being Contractors and they are rather targeted for soft skills. This situation contradicts the socio-economic objectives of the WfW and thus leads to the exclusion of women in participating in socio-economic activities.

#### **4.2.2 Disability**

Both the Contractors and the Peer Educators who participated in this study were not people with disabilities. According to the *WfW Norms and Standards* (2001:54), the WfW should target 5% people with disabilities. In this regard two work categories, namely the Contractors and the Peer Educators were not people with disabilities. As it has already been mentioned that the objectives of the RDP are to eradicate the inequalities presented in the past the non-existence of people with disabilities among the Contractors and Peer Educators poses a threat to the transformational nature of the WfW.

#### **4.2.2 Age**

##### **4.2.2.1 Contractors**

In terms of age, 82% of the Contractors fell within the category of the youth. According to the *WfW programme's Recruitment and Selection Criteria* (2002:2), preference is given to a potential Contractor with limited business opportunities or income.

This, therefore, makes the WfW Contractors necessity entrepreneurs rather than opportunity entrepreneurs (Martins, 2005:35). Martins (2005:35), warns that it is important to make this distinction to ensure that the recruitment and selection strategies foster the development of opportunity entrepreneurs after exiting the programme. The focus on the youth in this instance is important and is consistent with the RDP objectives that the limited opportunities and lack of education contribute to poverty (Motloun and Mears, 2002:535). The same authors further argue that by exposing the youth to the labour market, education and development skills can decrease the level of poverty in South Africa.

#### **4.2.2.2 Peer Educators**

According to the *Ministerial Determination on SPWP* (1996:6), the WfW should target 25% of the youth. This means individuals between the ages of 18-35 years. The data revealed that 80% of the Peer Educators who participated in the study fell within the ages of 18-35 while a 20% fell within the ages of 36-46 years. This implies that the majority of those who participated fell within the youth category. This could be attributed to the fact that Peer Education is also seen as a female and youth role especially as it falls within the HIV and AIDS Programme. The *Concise Oxford Dictionary* (1995) defines a peer as a person who is equal in ability, standing, age, rank or value. An educator is described as a person who provides information, trains or instructs.

Therefore, a Peer Educator within the WfW context is seen as a person who gives information, trains and instructs people of his/her equal standing, rank or ability. According to South Africa's first ever nationally representative survey of HIV and AIDS prevalence, 11, 4 % of the country's population of two years and older were living with HIV and AIDS and of that percentage 12.8% were women. This trend could have also influenced young women within WfW to take up the role of Peer Educator. Pratt (2003:20) affirms that women are excellent in providing a service due to their predisposition to their nurturing role that aims to see others grow.

However, though this can be seen as an advantage that more women take up the responsibility of peer education and HIV and AIDS awareness, it still does not respond to the needs of the HIV and AIDS prevention and education programmes. It could send a wrong message that HIV and AIDS is a disease contracted by women and the youth and thus perpetuating its spread.

### **4.2.3 Motivation for employment**

#### **4.2.3.1 Contractors**

Out of the Contractors who participated 45% indicated that their motivation to participate in the WfW was employment. This could be attributed to the fact that the recruitment and selection process fostered employment rather than entrepreneurship. It could also be due to the fact that as necessity entrepreneurs as Martins (2005:35) has indicated, their priority was employment and entrepreneurship which was regarded as an add-on. However, another 45% indicated entrepreneurship as their motivation, contrary to the first group. These Contractors regarded themselves as entrepreneurs in development. Their expectation was consistent with the New Right and New Public Management theories, which are in favour of “contracting out” based on competition (Polidano and Hulme, 2001:287). Therefore, it can be argued that these Contractors who have chosen entrepreneurship saw themselves competing for contracts within WfW and had since internalised the notion of entrepreneurship.

The 10% of the Contractors who chose community development could have had various reasons, namely the fact that they saw themselves as employers and thus contributing to community development. In addition, they could also see themselves as being developed by the WfW and therefore saw themselves as part of the community being developed. Lastly, it could be due to the nature of the WfW which fosters the development of communities and regard themselves as beneficiaries.

#### **4.2.3.2 Peer Educators**

The Peer Educator's answers varied with 20% of them stating their participation as career development. This could be attributed to the fact that Peer Education is regarded as a specialised category, and the respondents were also First aiders and Health and Safety representatives as well as Peer Educators. This means that they saw their specialised job category as a way to advance their careers.

The majority of the Peer Educators, however, indicated employment as their motivation. In addition, 51% of them regarded themselves as employees and their reason for participation was obtaining employment. The data also revealed 14% of the Peer Educators mentioned that their motivation was entrepreneurship and community development. Those that have chosen entrepreneurship might have seen themselves as future Contractors and on community development they could have done so due to the fact that as HIV and AIDS Peer Educators they regarded their role as extending to the broader community. Another reason could be the one provided in the case of Contractors, namely that they saw themselves as beneficiaries of a community development initiative and thus cited their motivation as community development.

#### **4.2.4 Percentage of unemployment in local Municipality**

##### **4.2.4.1 Contractors**

In the study 82% of the Contractors estimated the level of unemployment in their local Municipalities as between 50-60% and 18% estimated it to be between 20-40%. It is important to note, however, that the participants were requested to provide their perceptions and not factual figures.

The aim of this study was to establish whether the recruitment and selection process fostered the objectives of poverty alleviation.

The majority of the respondents, however, indicated that the unemployment level was average. The reason could be due to the fact that they regarded themselves as community employed community members. It is, however, expected of the Contractors to indicate the level of unemployment as lower, since they regarded themselves as employers within their communities. Their experience as employers may have influenced their ratings on the level of unemployment.

#### **4.2.4.2. Peer Educators**

In the case of the Peer Educators, their perceptions varied with 51% stating an unemployment rate of 80-90%. The majority of the Peer Educators indicated a high unemployment rate with 37% mentioning a 100% unemployment rate. Only 3% regarded it as 20-40% and 9% 50-60%. The reason for this could be the fact that though employed within the WfW they might still see themselves as unemployed.

The WfW as an EPWP offers temporary employment. The Peer Educators might thus regard themselves as prospective job seekers and, therefore, included themselves in the unemployed group as well. The job-seeker notion might also have resulted in a high turn-over of beneficiaries within the WfW. Therefore, it is important to ensure that recruitment and selection processes include entry and exit interviews.

### **4.2.5 Employment opportunities**

#### **4.2.5.1 Contractors**

According to the WfW workflow and the recruitment and selection process as presented in chapter 2, the PAC after receiving training, identifies beneficiaries within their communities. In the study 64% of the Contractors indicated that they were informed about the WfW employment opportunities through a local councilor while 36% indicated through a DWAF official.

There are various assumptions about the reasons for this. Firstly, the local Councilor could be a member of the PAC or could have used his/her capacity as a local representative to inform his/her communities about job opportunities. The fact that 36% of the Contractors indicated the DWAF officials could be attributed to the lack or collapse of community entry processes in those communities. It could also be attributed to the fact that there is indeed a strong liaison between communities and the DWAF.

#### **4.2.5.2. Peer Educators**

The Peer Educators' responses varied from hearing from a relative about employment opportunities. The Peer Educators also agreed with the Contractors on being informed by DWAF officials. A wide variety of responses were given by this category with 23% stating a local Councilor, 43% from a DWAF official, 23% from Public Works officials, 3% the local Traditional Leaders, 6% a relative and 3% employment as official.

In a case of local Councilors, Public Works officials, Traditional Leaders and DWAF officials, the reasons could be similar to the ones given for Contractors. However, what requires more probing and discussion at this point is the relative, employment as official and friend as sources of information.

According to the *Ministerial Determination on Special Public Works Prgoramme* (1996), should a family member become deceased, a relative from the same household is recruited. Therefore, WfW employees may have informed their family members about this.

Another perspective to the response of a relative is that they could have heard about the job opportunities being talked about in the community and went home and informed a family member. Lastly, this could be attributed to nepotism where any of the stakeholders named namely, a DWAF official, PAC member, Public Works official or Traditional Leader could be relatives.

#### **4.2.6 Preferred method of communicating the WfW employment opportunities**

##### **4.2.6.1 Contractors**

The employment process or rather the recruitment process is silent on the actual processes or activities to be followed during recruitment. The study revealed that 36% of the Contractors indicated that they would have preferred to be informed through advertisement in local offices. Another 45% of the Contractors stated they would have preferred local forums while 18% stated community meetings. Almost all Contractors chose a means that they felt comfortable with and considered as accessible.

The responses given by the Contractors indicated that the means presently used to inform beneficiaries about employment opportunities were not preferred. It could be due to the fact that they are not accessible to all. Therefore, the Contractors regarded community meetings and local papers as localised and more accessible. The finding on the preferred means of communication is important for an efficient and effective recruitment process.

##### **4.2.6.2. Peer Educators**

Similarly, 14% of the Peer Educators also stated a preference to advertisement in local offices, 29% for community meetings and local forums. In addition, 43% of the Peer Educators stated local radios while 14% preferred other means than those mentioned in the questionnaire. The difference with the Peer Educators is that 43% of them stated the local radio stations could be the fact that they considered these means as more accessible to them. The trend on the findings show that both the Peer Educators and the Contractors preferred community meetings, local forums and local media. The emphasis here is accessibility, where the more localised the means the more it would be preferred by the beneficiaries.



## **4.2.7 Application for employment**

### **4.2.7.1 Contractors**

According to the study, 73% of the Contractors indicated that they used all options provided to apply for employment within WfW. In addition, 27% of them stated that they applied through the Municipal unemployment database. According to the employment and recruitment process, labour could be sourced from the DoL database, Municipal unemployed database and the local Traditional Authority offices. The reason for not applying through the various databases could be due to the fact that they are not known to the broader public, or they are just not being used effectively. The process would require a broader publication of various databases available and accessible to the broader community.

### **4.2.7.2. Peer Educators**

In the study 57% of the Peer Educators stated that they also used various databases to apply for employment. However, 26% of the Peer Educators stated that they used the Municipal Unemployment database. The research findings further showed that 6% applied through the Traditional Authority offices and 11% did not chose any of the options. It is evident from the data that 32% of the Peer Educators used one of the databases at a time. This could be attributed to the fact that they might not have known about the various databases available to them. Another reason could be that of accessibility of various databases to community members. It seems as if a link between the databases and the application process is not clear. Du Preez (2003:87) asserts that detailed procedures should be put in place to inform the objectives of fair, equitable, consistent and responsible application of the recruitment and selection processes in every organisation.

## **4.2.8 Selection for employment**

### **4.2.8.1 Contractors**

The WfW selection process states that the PAC after identification of beneficiaries should conduct interviews. All Contractors indicated that they were employed through interviews. The interview as a technique is consistent with the recruitment and selection workflow presented in chapter 2. However, it has been observed that though there are a number of techniques used to establish the suitability of a job applicant or candidate, only the interview technique was used by WfW.

According to Du Preez (2003:87), there is psychometric testing, which is slightly expensive to use on a large number as in the case of WfW. However, the author argues that psychometric testing can be beneficial, especially in the quest to recruit potential entrepreneurs. Since the WfW criteria for selection recommend that those individuals who have the potential to become entrepreneurs should be the ones targeted to be the Contractors. However, given the expensive nature of the technique it would be important to look at other available techniques. The other available techniques include a review of past accomplishments, checking of references and written tests.

Du Preez (2003:87) also warns that whatever technique used, care should be given to the suitability for all candidates. It should also promote the objectives of employment equity as prescribed in the *Ministerial Determination for Special Public Works Programmes* (1996). It is indeed important to note that a balance between potential candidates and poverty alleviation objectives should be established in the recruitment and selection processes.

#### **4.2.8.2. Peer Educators**

Only 11% of the Peer Educators stated that they were employed through interviews. However, 14% of the Peer Educators stated that it was through nominations, 26% through elections and 23% family relations. The remaining 26% did not use any of the options provided. This could either be due to the fact that they were selected through other means not mentioned on the questionnaire. A total of 63% of the Peer Educators were selected through means that are not specified in the WfW Norms and Standards. In addition, a further 26% indicated that they were not selected through either of the options provided which also displays non-compliance with the WfW Norms and Standards.

According to the WfW recruitment process, interviews are recommended as a technique used to establish the suitability of a candidate. However, Peer Educators also noted nominations, elections and family relations as techniques applied in their employment. There are various reasons for this. Firstly, they may have been identified by the PAC, local Councilor or Traditional Leader as potential beneficiaries from the single-headed households, those that are unemployed or those that are regarded as the poorest of the poor in their communities.

Therefore, such an identification might have resulted in the Peer Educators' employment within WfW and thus see the technique used for their employment as a nomination, election or family relations. Secondly, it could be argued that nominations and elections mean that the Peer Educators were hand-picked for employment. Lastly, the family relations could be attributed to nepotism. The selection process would need to provide control mechanisms for the criteria for employment and check whether they contribute to WfW objectives.

#### **4.2.9 Panel members**

##### **4.2.9.1 Contractors**

According to the WfW Norms and Standards, the PAC together with the Project Manager and the Social Development and Training Coordinator should make up the panel for the employment interviews. Data revealed that 73% of the Contractors stated that panel members for their interviews were the PAC members, Project Manager and Social Development and Training Coordinator. The remaining 27% did not choose any of the options provided. Therefore, choosing the PAC and all other stakeholders as panel members was consistent with the WfW Norms and Standards.

##### **4.2.9.2. Peer Educators**

In the case of the Peer Educators, 11% chose interviews and various other means including elections, nominations. However, they still chose an option for panel members. The data revealed that 3% were interviewed by the Contractor, 6% by the Social Development and Training Coordinator, 11% by the PAC and 46% by all stakeholders. This means that the Peer Educators might have followed a form of interview process that required them to be selected among others by either DWAF officials, the Contractor as their employer or a PAC. The data displays that the Peer Educators might have been interviewed at some point even though they might have been nominated, elected or selected through family relations. The data also reveals that there are inconsistencies in the implementation of WfW Norms and Standards where a single person interviews potential candidates for employment.

#### **4.2.10 Employment Process**

##### **4.2.10.1 Contractors**

All Contractors indicated that they had knowledge of the employment process. It is important for the Contractors to know about the employment process since they are expected to follow proper procedures when employing their workforce.

##### **4.2.10.2. Peer Educators**

In the case of Peer Educators 40% stated that they had knowledge of the employment process while 33% stated that they did not know and 27% was not sure about the process. The lack of knowledge of Peer Educators on the employment process could be that it was never explained to them, or they were employed through “un-procedural” practices and they were unable to articulate the procedures as expected by the recruitment and selection process. The Peer Educators when asked to mention how they were selected they mentioned other means other than an interview. Evidence presented a serious lack of knowledge of the employment process. There is, therefore, a need to ensure that all beneficiaries are au fait with the employment processes.

According to the interviews conducted with management during a pilot study, there were systems put in place to ensure that the employment process was known by all. The systems included induction training. However, it was also acknowledged by management that, given the challenges of a high-turn over, it was difficult to ensure that all beneficiaries had received induction at a given time. Therefore, a lack of knowledge of the Peer Educators could be due to the fact that induction training and distribution of reference materials might not have been user-friendly due to low literacy levels.

#### **4.2.11 Level of knowledge of employment process**

##### **4.2.11.1 Contractors**

The data also revealed that even though all the Contractors indicated that they knew about the WfW employment process only, 60% indicated that their knowledge of the employment process was excellent, 20% as very good and 20% as good.

This distinction and difference in the knowledge could be attributed to the fact that other Contractors might not have been fully involved in the employment process as panel members or employers. It should be noted though that those that indicated “good” as opposed to “very good” and “excellent”, might still have reservations about the level of their knowledge. It is expected that the Contractors’ level of knowledge on the employment process should be in-depth.

##### **4.2.11.2. Peer Educators**

As opposed to 60% of the Contractors, 33% of the Peer Educators indicated their level of knowledge of the WfW employment process as excellent and 33% as very good and 34% as good. The data revealed that the Peer Educators as employees are more knowledgeable about the WfW employment process than the Contractors. It is not expected of Peer Educators to know any less. However, it is expected of the Contractors to understand the employment processes as employers. This is consistent with the policy requirements on *WfW Norms and Standards and Ministerial Determination on SPWP* (1996) since all Peer Educators indicated that they knew about the WfW employment process.

#### **4.2.12 Existence of PAC**

##### **4.2.12.1 Contractors**

On the existence of the PAC 100% of Contractors indicated that all their projects had a PAC. According to the *WfW Norms and Standards* (2001:54), a PAC should be responsible for the identification of beneficiaries for employment. This data is consistent with the Norms and Standards in the sense that it displays that the Contractors might have been employed through the PAC.

##### **4.2.12.2. Peer Educators**

In their response 97% of the Peer Educators stated that all projects had a PAC. This is consistent with the recruitment and selection process, workflow and the WfW Norms and Standards which prescribe that all projects should have a PAC. In addition, the 3% that indicated that they were not sure, might not have been employed through the PAC or they did not know about the all projects.

#### **4.2.13 Representation of PAC**

##### **4.2.13.1 Contractors**

In terms of representation of the PAC 45% of Contractors indicated that their PAC was represented by local Councilors. Another 18% of the Contractors mentioned that their PAC was represented by all stakeholders, namely the local Councilors, the CBOs, the DoL and the local Traditional Leaders. In addition, 18% of the Contractors stated that their PAC was represented by the CBOs and 18% by the DoL.

According to the *Guidelines for the establishment of the Project Advisory Committees* (2002:1, 2006:1), representation in the committee should include a representative from the local project management, namely the Project Manager and Social Development and Training Coordinator, local government representatives, CBOs or NGOs, local farmers unions, local authorities, the DoL and other relevant government departments and local Councilors.

The list is comprehensive and responses have shown that the PACs were represented by either a local Councilors or a wide variety of different stakeholders. An assumption made here is that the local Councilors are the ones who are expected to understand their communities' needs and can better articulate them for the implementation of the WfW projects.

In the *Guideline for the establishment of the Project Advisory Committees* (2006:2) emphasis is made on the benefit of working with community members. The community members thus form part of the PAC as this heightens their sense of responsibility and consciousness regarding development planning, resources provision and the control of those resources within their communities.

#### **4.2.13.2 Peer Educators**

In terms of the responses 31% of Peer Educators indicated that their PAC was represented by local Councilors. Another 23% articulated that their PAC was represented by the CBOs, 20% by the DoL and 3% by local Traditional Leaders. In addition, 23% of Peer Educators indicated that the PAC was represented by all stakeholders. The responses given by Peer Educators could be attributed to the fact that they are not aware of the various representatives of the PAC and have only chosen those that they knew of. It can also be argued that there is more representation of stakeholders. Therefore in order to promote the objectives of poverty alleviation all stakeholders need to be represented on the PAC.



#### **4.2.14 Roles and responsibilities of PAC**

##### **4.2.14.1 Contractors**

The study revealed that 82% of the Contractors stated that the roles and responsibilities of the PAC were employment of beneficiaries while 18% mentioned that they were a link between the project and its communities. In the *Guidelines for the establishment of the Project Advisory Committees* (2006:4) the roles and responsibilities of the PAC include recruitment and selection, dispute resolution and a link between the community and the project. In addition, a process on how each of the roles is to be preformed is explained. The Contractors did not indicate the role of dispute resolution.

This could be due to the fact that they might not have been in a situation where they required the PAC to resolve their disputes. However, it is important for the Contractors as employers to know about all the roles and responsibilities of the PAC.

##### **4.2.14.2. Peer Educators**

The Peer Educators responded similarly to the Contractor since they did not indicate the role of dispute resolution. The study showed that 80% of the Peer Educators stated that the roles and responsibilities of the PAC are employment of beneficiaries and 20% as a link between the project and its communities. The data has revealed that the Peer Educators like the Contractors might not have had the PAC to resolve their disputes or they simply did not know about the role of dispute resolution. This is not in compliance with the *Ministerial Determination of Special Public Works Programme* (1996).

#### **4.2.15 Employment targets**

##### **4.2.15.1 Contractors**

In their responses to the employment of targets 64% of the Contractors indicated that the employment targets they felt were more promoted were women while 36% indicated people with disabilities. *The WfW Norms and Standards or Operating Standards* (2001:46), prescribes that each project should have 60% women, 20% youth between the ages of 18-35 and 5% people with disabilities. The *WfW Norms and Standards* further emphasise that where equity targets are not met, a plan with reasonable time frames must be put in place.

The research findings for this study have also revealed that the Contractors believed that women and people with disabilities were the targets being promoted by the WfW. It is important to note that none of the Contractors who participated reported a disability and 80% were the youth between the ages of 18-35. It seems that the Contractors in their responses could have indicated those targets that they would like to be promoted. The question expected the respondents to indicate those targets they felt received more attention than the others.

##### **4.2.16.2. Peer Educators**

In terms of employment targets 60% of Peer Educators indicated that the employment targets they felt received more attention were women while 40% indicated people with disabilities. The Peer Educators felt that those targets that were mostly promoted were women and people with disabilities. In this instance it seems the Peer Educators of which 80% of them were youth, felt that they were not promoted. Instead, they felt that women and people with disabilities were being promoted. This is despite the fact that none of the Peer Educators who participated in the study reported a disability.

Therefore, their impression of the fact that people with disabilities were being promoted could not be supported by the data collected, but can be attributed to a biased inclination to their age group. However, with regard to women, 71% of the Peer Educators who participated were women. The fact that the Peer Educators were women may not necessarily mean that women were favored.

#### **4.2.17 Promoting employment of individual targets**

##### **4.2.17.1 Contractors**

The respondents were requested to comment on their suggestions on how to promote employment of individual targets. The comments for the Contractors included: a balance between males and females within a team and vigorous campaigns in ensuring that individual targets are employed.

##### **4.2.17.2. Peer Educators**

It was also recommended that reasonable accommodation should be given to people with disabilities and women. Another recommendation was with regard to the full participation of the PAC in monitoring compliance to individual targets and commitment to the promotion of individual targets. In the *WfW Guidelines for the establishment of the Project Advisory Committee* (2006:3), it is stipulated that the role of the PAC is to ensure equity, transparency and fairness in terms of access to employment and work distribution.

This implies that the PAC should among other things monitor the process of equitable share of employment and resource distribution. The Peer Educators felt that in order to promote individual targets the PAC should commit to the role of monitoring compliance to individual targets.

## **4.2.18 Improving the selection process**

### **4.2.18.1 Contractors**

Comments and suggestions from Contractors on the selection process stressed involvement of all stakeholders including the PAC, the Project Manager, the Social Development and Training Coordinator and the Traditional Leaders. The emphasis of the involvement of all stakeholders is important to ensure efficient and effective employment process. The terms of reference for the PAC indicate that in recruitment and selection, consensus from all stakeholders is important. Therefore, stakeholder involvement in the recruitment, selection process and the workflow, thus affecting the relationship between the WfW projects and the communities they serve.

### **4.2.18.2. Peer Educators**

The Peer Educators suggested that in order to promote the selection of youth targets, youth organisations need to be involved in the selection process. This could be attributed to the fact that 80% of the Peer Educators fell within the youth category. Another group of Peer Educators suggested that selection should be done through short-listing and interviewing. In addition, it was indicated that the elections should be included as another means of recruitment and selection. An example given includes, putting pieces of paper in a box, written employed and not employed and allowing prospective candidates to choose from the box. Another example given was using a secret ballot where those that are considered the poor of the poorest are chosen by means of a secret ballot. It is evident given the suggestions that there is need to look at the various means of recruitment and selection processes which are not limited to only interviews.

## **4.2.19 Improving functioning of the PAC**

### **4.2.19.1 Contractors**

The Contractors suggested that there should be full participation of the PAC in interviews. In addition, it was recommended that the PAC should focus on balancing community concerns with the available resources or employment opportunities. Another recommendation was that the PAC should play an advisory role in establishing whether the targeted individuals are indeed employed.

Another recommendation was that prior to employment the PAC should conduct home visits to establish whether the individuals to be employed were the poorest of the poor. The suggestions or comments by the Contractors are consistent with the terms of reference for the PAC, where it is indicated that the PAC should ensure that the poorest of the poor in the different communities benefit from the WfW (*WfW Guidelines for the establishment of the Project Advisory Committee, 2006:4*). The terms of reference further stipulate that the PAC should serve in an advisory capacity, where their priorities would be to serve the interests of the communities they represent and those of the WfW.

### **4.2.19.2 Peer Educators**

The Contractors suggested that there should be full participation of the PAC in interviews. In addition, it was recommended that PAC should focus on balancing community concerns with the available resources or employment opportunities. Another recommendation was that the PAC should play an advisory role in establishing whether the targeted individuals were indeed employed. Another recommendation was that prior to employment the PAC should conduct home visits to establish whether the individuals to be employed were the poorest of the poor.

#### **4.2.20 Existence of Peer Educators**

##### **4.2.20.1 Contractors**

In terms of the existence of Peer Educators in each team, 73% of Contractors indicated that all projects had Peer Educators while 27% stated that not all. *According to the WfW Norms and Standards* (2001:48), all projects should have Peer Educators one male and one female. This means that all projects should have two Peer Educators. The Contractor is regarded as an employer within the WfW projects and therefore, is expected to ensure compliance to the WfW Norms and Standards. The question required the respondents to indicate whether all projects had Peer Educators. It could be that the 23% of Contractors, who responded that not all projects, had referred to the fact that they were not sure whether other projects did have Peer Educators or not. Another reason could have been the fact that they were not sure whether their own projects had the Peer Educators. The process on the effective and efficient management of HIV and AIDS programme should include monitoring of compliance by the Contractor.

##### **4.2.20.2 Peer Educators**

On the question of whether all projects had Peer Educators, 71% of the Peer Educators indicated that all projects had Peer Educators while 20% stated some projects and 9% not at all. The responses by the Peer Educators contradict the responses given by Contractors, where a 73% stated that there are Peer Educators in all the projects. The data revealed that 20% and 9% of the Peer Educators responded that not all projects had Peer Educators.

The unavailability of the Peer Educators in such projects is a violation of the WfW Norms and Standards, since the Peer Educators are the ones expected to drive the HIV and AIDS programme at project level.

The WfW Norms and Standards require that the Peer Educators should collaborate with each other at project, area and community level to ensure an effective and efficient implementation of the HIV and AIDS programme. Therefore, the fact that 20% of the Peer Educators responded that they are not sure of the existence of Peer Educators in all projects, could be due to the fact that they had not seen other Peer Educators from other projects, either during training or HIV and AIDS sessions. In that case the 9% could actually have referred to the non-existence of Peer Educators in all projects because it seemed safe to respond in this manner. The data here reveal that there may not be Peer Educators in all projects.

#### **4.2.21 Selection of Peer Educators**

##### **4.2.21.1 Contractors**

All Contractors indicated that Peer Educator selection was through nominations. The WfW Norms and Standards do not specify how the Peer Educators need to be selected. It seems the respondents here responded on the practice rather than the set standards. The Peer Educator's role is to educate his/her peers. It is thus not surprising that team members are given the opportunity to select their own Peer Educators.

##### **4.2.21.2. Peer Educators**

The Peer Educators as opposed to Contractors stated that they were selected through various means, including nominations, elections and voluntarism. In responding to how they selected 43% of Peer Educators stated that they were selected through nominations, 40% through elections, 6% through voluntarism, 3% through all options provided while 9% did not chose any of the options provide. It also seems that the Peer Educators focused on the practice of how they were selected. It is also important to note that the Peer Educators also indicated that they selected themselves through voluntarism.

Voluntarism is explained in the *South African Oxford Concise Dictionary* (2006:1317) as an act that takes into cognizance the will as a fundamental or dominant factor in the individual or the universe. Emphasis is placed on free will which includes working without return in money or payment. The selection process for the Peer Educators would need to take into consideration an expectation of going beyond the call of duty by the Peer Educators.

#### **4.2.22 Knowledge of the WfW HIV and AIDS Policy**

##### **4.2.22.1 Contractors**

In the study 55% of the Contractors indicated that they had knowledge of the WfW HIV and AIDS policy and 45% stated that they did not have knowledge of the policy. *The WfW Norms and Standards* (2001:48) states that there should be an HIV and AIDS programme in place for each project and the WfW HIV and AIDS Policy should be available on record at each project site. The lack of knowledge of the policy by the Contractors suggests that it is also not available on site as expected by the WfW Norms and Standards.

##### **4.2.22.2 Peer Educators**

The Peer Educators are the ones expected to implement the HIV and AIDS Policy and the activities thereof. However, only 34% of them responded that they knew about the HIV and AIDS Policy. The study showed that 54% of the Peer Educators mentioned that they did not know about the HIV and AIDS Policy and 11% stated that they were not sure whether they knew about the policy. The data revealed that less than half of the Peer Educators who participated in the study knew about the policy. Apart from the non-compliance to the WfW Norms and Standards, there are serious implications to the implementation of the HIV and AIDS Policy since the people responsible for its implementation did not know about it.



#### **4.2.23 Who selects the Peer Educators**

##### **4.2.23.1 Contractors**

The study revealed that 73% of Contractors mentioned that they selected the Peer Educators. This was collaborated by 43% of the Peer Educators. This is not consistent with the definition of “peer” as explained earlier which means persons on the same ranking or age should be the ones choosing the Peer Educators. In this regard the Peer Educators are selected by the Contractor who is their employer. This also does not support the notion that the Peer Educators should be the people the peers feel comfortable with. However, 27% of the Contractors indicated team members. The data revealed inconsistencies in the selection of the Peer Educators.

##### **4.2.23.2. Peer Educators**

In response to who selects them, 43% of the Peer Educators stated that they were chosen by the Contractor and 49% by their team members. Only 3% mentioned that they were chosen by the Social Development and Training Coordinator and 6% by all stakeholders, namely the Contractor, the Social Development and Training Coordinator and the team members. Though the 49% of the Peer Educators revealed that they were chosen by their team members, a collaborative effort of all stakeholders to select the Peer Educators is recognized. However, this is not consistent with the definition of “peer” as explained earlier which means persons on the same ranking or age. It also supports the notion that Peer Educators should be the people the peers feel comfortable with.

#### **4.2.24 Roles and responsibilities of Peer Educators**

##### **4.2.24.1 Contractors**

In terms of the role and responsibilities of the Peer Educators, 27% of the Contractors indicated they are information sharing, 27% stated condom distribution and 45% as being a link between the Social Development and Training Coordinator and the team.

The roles as stipulated are consistent with the *WfW HIV and AIDS Policy* (2003:4). However, the Contractors did not regard the roles and responsibilities of Peer Educators as multi-faceted. This could be attributed to the fact that they might not have know about the other roles and responsibilities. As employers the Contractors are expected to monitor the implementation of the WfW HIV and AIDS Policy within the team. Their lack of knowledge of all Peer Educators' roles and responsibilities may hinder effective monitoring of the WfW HIV and AIDS Policy.

#### **4.2.24.2. Peer Educators**

Similarly, 40% of the Peer Educators indicated their roles and responsibilities as information sharing, 6% as condom distribution and 3% as a link between the Social Development and Training Coordinator and the team. However, 51% of the Peer Educators regarded their roles and responsibilities as multi-faceted and chose all the options provided. It is expected of the Peer Educators to understand all responsibilities and be able to identify them in the data. As such those that chose all roles and responsibilities specified were consistent with the WfW, HIV and AIDS Policy (2003:4)

#### **4.2.25 Composition of Peer Educators in the team**

##### **4.2.25.1 Contractors**

All the Contractors stated that Peer Educators' composition should be male and female. The responses by the Contractors could be the fact that they responded to the ideal or required composition as opposed to the situation on the ground. This could mean that in other projects females are targeted as Peer Educators rather than males. As mentioned earlier in this study Pratt (2003:20) affirms that women are excellent in providing a service due to their predisposition to their nurturing role that aims to see others grow. However, though this can be seen as an advantage that more women take up the responsibility of peer education and HIV and AIDS awareness, it still does not respond to the needs of the HIV and AIDS prevention and education programmes.

It could send a wrong message that HIV and AIDS is for women and the youth and thus perpetuating the spread of the disease.

#### **4.2.25.2 Peer Educators**

According to 77% of the Peer Educators their composition was male and female. The remaining 23% of the Peer Educators stated that it should be female and female. The responses by Peer Educators contradicted those of the Contractors, where it was mentioned that the composition of the Peer Educators in their projects was be male and female. The Peer Educators themselves responded that it was not the case; they were composed of either male and female and female and female.

#### **4.2.26 Communication of HIV and AIDS information**

##### **4.2.26.1 Contractors**

The Contractors indicated that HIV and AIDS information was communicated through HIV and AIDS information sharing sessions, toolbox talks, posters and brochures. The *WfW Norms and Standards* (2001:48) stipulates that each project should have HIV and AIDS information brochures, posters, information sessions and evidence must be present at each project. In response to this question, 27% of the Contractors responded to communication through HIV and AIDS information sharing sessions. In addition, 36% stated tool box talks and 36% chose all options provided on the questionnaire. All in all more than 60% of the Contractors stated a single method of communicating HIV and AIDS information.

The *WfW Norms and Standards* (2001:48) requires information sharing on HIV and AIDS to be through a variety of methods including information sessions, toolbox talks, posters and brochures. The Contractors are also expected to monitor the Peer Educator activities and as such should be aware of the various methods used to communicate the HIV and AIDS information sessions.

The findings have, therefore, revealed that either the Peer Educators use only a single means of communication or the Contractors did not monitor the Peer Educator activities.

#### **4.2.26.2. Peer Educators**

In their response to how they communicated HIV and AIDS information, the Peer Educators also stated a single method of communication where 36% mentioned toolbox talks, 27% HIV and AIDS information sessions, 3% posters and 9% brochures. Only 36% reported various means to communicate HIV and AIDS information. It is thus clear that the use of a single method of communication could have detrimental effects on the HIV and AIDS awareness amongst the team members. There is also a need to educate and train the Peer Educators on the WfW Norms and Standards to ensure compliance.

#### **4.2.27 Frequency of toolbox talks**

##### **4.2.27.1 Contractors**

According to the *WfW Norms and Standards* (2001:48), toolbox talks should be held on a daily basis. In addition there should be a record of the toolbox talk topic, date, time and number of people in attendance. In this study, 73% of Contractors indicated that they held toolbox talks once a week. However, 27% of Contractors indicated a frequency of once every two weeks. Any frequency other than every day of the week is in violation of the WfW Norms and Standards. It is also important to ensure that all Contractors are aware of the WfW Norms and Standards in order to ensure compliance.

##### **4.2.27.2 Peer Educators**

According to, 29% of Peer Educators toolbox talks are held on a daily basis. In addition, 43% of Peer Educators stated a frequency of once a week. Lastly, 14% stated a frequency of once every two weeks, 9% indicated once a month and 6% did not choose any of the options given.

The Peer Educators that chose none of the options given could be assumed that they did not hold toolbox talks or their frequency was not catered for on the questionnaire which in this instance still means non-compliance to the Norms and Standards. The study in the previous chapter revealed that 72% of Peer Educators compared to Contractors responded to non-compliance to the frequency which the toolbox talks should be held. The toolbox talks are seen as an important means of communication not only for the HIV and AIDS sessions but also for the occupational health and safety compliance of the projects.

#### **4.2.28 Frequency of information sharing sessions**

##### **4.2.28.1 Contractors**

According to the *WfW Norms and Standards* (2001:48), information sharing sessions should be held once every six months. The responses revealed that 36% of the Contractors mentioned none of the options provided. In this case those that chose none of the options provided either did not have information sharing sessions or their frequency was not catered for on the questionnaire. The data however, revealed that 64% of the Contractors reported to exceeding the required frequency by as stipulated by the WfW Norms and Standards on the information sharing sessions.

##### **4.2.28.2 Peer Educators**

In the study, 74% of Peer Educators responded that they held information sharing sessions once a month, 14% once every three months and 11% once every six months. This is consistent with the *WfW Norms and Standards* (2001:48) which indicates that information sharing sessions should be held once every six months. The study has, therefore shown that with regard to HIV and AIDS information sharing sessions, the frequency of six months is exceeded in practice. The exceeding of standards could be attributed to the fact that six months in actual fact means the information sessions are held twice a year and in practice it is too far apart.

However, if the sessions are held once every three months it means they are held four times in a year and if it is once a month, they are held twelve times a year. The HIV and AIDS programme implementation is informed by the WfW Norms and Standards; however, it should also be informed by the practice, especially in a case where the WfW Norms and Standards are exceeded.

#### **4.2.29 Availability of condoms on site**

##### **4.2.29.1 Contractors**

According to the *WfW Norms and Standards* (2001:48), condoms should be on site on a daily basis. In the response to this question 64% of Contractors indicated that they were available on daily basis and 36% once a week. The responses have shown that the majority of the Contractors indicated that there was compliance to the WfW Norms and Standards on the availability of condoms on site on a daily basis.

##### **4.2.29.2. Peer Educators**

In contrast to the Contractors 37% of the Peer Educators stated that condoms were available on site on a daily basis while 26% of the Peer Educators mentioned a frequency of once every two weeks and 20% once every month. Lastly, 17% of the Contractors indicated none of the options provided.

In addition, 37% of the Peer Educators reported compliance to the Norms and Standards and 63% reported non-compliance to the Norms and Standards as their frequency ranged from once every two weeks, once a month and none of the options provided. The WfW HIV and AIDS programme's focus is on prevention, basic counseling and education. The unavailability of condoms on site on a daily basis would negatively affect the prevention programme.

### **4.2.30 Monitoring Peer Educators' activities**

#### **4.2.30.1 Contractors**

The responses by the respondents varied since they mentioned the Project Manager, the Social Development and Training Coordinator and the Contractors as those who monitored the Peer Educators activities.

The study also revealed that 36% of Contractors indicated that the Peer Educators' activities were monitored by the Social Development and Training Coordinator, 27% by the Contractor and 36% named all the stakeholders, namely the Project Manager, the Social Development and Training Coordinator and the Contractors. The *WfW HIV and AIDS Policy* (2003:6) stipulates that full involvement of regional management, the Contractors and the Workers is required in monitoring the implementation of the HIV and AIDS Policy. It is furthermore stated that all monthly activities should be monitored and reported on a monthly basis.

The responses that the Peer Educators are monitored by the Social Development and Training Coordinator, the Project Manager and the Contractors are in line with the HIV and AIDS Policy where the Social Development and Training Coordinator and the Project Manager represent the regional management.

#### **4.2.30.2. Peer Educators**

According to, 11% of Peer Educators the Project Manager monitored their activities. The remaining 9% stated that they were monitored by the Social Development and Training Coordinators and 43% by Contractors. In addition, 37% of Peer Educators said they were monitored by the Project Manager, the Social Development and Training Coordinator and the Contractor.

Those Peer Educators that indicated all the role-players displayed their understanding of a collaborative effort required by the HIV and AIDS Policy in the monitoring of the Peer Educator programme.

#### **4.2.31 Availability of annual action plans**

##### **4.2.31.1 Contractors**

According to the *WfW HIV and AIDS Policy* (2003:4), Peer Educators are required to have annual action plans outlining their activities for the year. The plans need to be included in the regional Social Development APO and the progress should be reported on a monthly basis. In their responses, 64% of Contractors stated that all Peer Educators had annual action plans. However, 36% stated that they did not have annual action plans.

It seems that those Contractors who indicated that they did not have annual action plans, might have meant that there is no annual plan that they were aware of. However, the finding here was that more than 60% of the Peer Educators had an annual action plan as expected by the *WfW HIV and AIDS Policy* (2003).

##### **4.2.31.2 Peer Educators**

In the study 40% of Peer Educators reported that all Peer Educators had an annual action plan while 29% were not sure. However, 31% of the Peer Educators indicated that they did not have annual action plans. As opposed to the Contractors 64% of the Peer Educators indicated that they were either, not sure, or did not have annual action plans. The lack of annual plans for Peer Educators is in violation of the HIV and AIDS Policy. It also affects the planning, implementation, monitoring and evaluation processes of the HIV and AIDS programme at project level.



#### **4.2.32 Focus of the WfW HIV and AIDS Programme**

##### **4.2.32.1 Contractors**

The *WfW HIV and AIDS Policy* (2003:4) states that the HIV and AIDS programme should focus on prevention, education and basic counseling. This includes provision of information materials, training and information. In their responses when asked to state the focus of the WfW HIV and AIDS programme, 27% of the Contractors mentioned that it was prevention while 27% stated basic counseling. In addition, 45% of the Contractors mentioned that it was prevention, education and basic counseling, which is consistent with policy requirements. The fact that 54% of the Contractors responded to one of the focal points could be due to the fact that they were personally affected and thus required basic counseling or they regarded the training and information sessions that they had received as prevention.

##### **4.2.32.2 Peer Educators**

Only 9% of Peer Educators selected one of the focus areas as prevention while 29% mentioned education as the focus. However, 63% of the Peer Educators stated that their focus was prevention, education and basic counseling. The responses by the majority of the Peer Educators were consistent with policy requirements and displayed their knowledge of the Norms and Standards and the WfW HIV and AIDS Policy.

#### **4. 2. 33 Peer Educator training**

##### **4.2.33.1 Contractors**

According to the *WfW Norms and Standards* (2001:48), all Peer Educators, have to go through HIV and AIDS awareness, basic counseling, peer educator, First Aid and health and safety training.

In their responses to this question 27% of Contractors chose HIV and AIDS awareness as the one that the Peer Educators attend. However, 73% of the Contractors stated that the Peer Educators attended all trainings as stipulated in the WfW Norms and Standards.

#### **4.2.33.2 Peer Educators**

According to 46% of the Peer Educators indicated that they attended HIV and AIDS awareness training. In addition, 34% indicated peer educator training, 3% basic counseling, 3% first aid and 14% health and safety. The Peer Educators chose one of the trainings listed as opposed to the Contractors who indicated that they attended all the training courses. There is an inconsistency with regard to the responses given by the Peer Educators and those given by Contractors. In the sense that 73% of the Contractors stated that they attended all the training courses whereas the Peer Educators themselves stated that they did not. However, it is important to note that though they had not attended all the training courses, all admitted that they had attended the training which was relevant to their job category.

#### **4.2.34 Level of satisfaction with Peer Educator programme**

##### **4.2.34.1 Contractors**

The satisfaction level of the Contractors ranged from highly satisfied to somewhat satisfied, with 64% of them responding to highly satisfied and 36% to somewhat satisfied. The study has revealed that the majority of the Contractors were satisfied with the roll out of the Peer Educator Programme.

##### **4.2.34.2 Peer Educators**

In their response 86% of the Peer Educators indicated that they were highly satisfied with the roll out of Peer Educator activities while 14% were somewhat satisfied.

The Peer Educators' responses are consistent with the majority of the Contractors with regard to their satisfaction.

#### **4.2.35 Improving Peer Educator programme**

##### **4.2.35.1 Contractors**

The Contractors suggested that the Peer Educators should be taken through home based care training in addition to the ones being offered, additional training and all Peer Educators should have knowledge of counseling. However, all the Contractors indicated that they were satisfied with the roll out of the present activities.

##### **4.2.35.2 Peer Educators**

Similarly, the Peer Educators also suggested that all Peer Educators should be taken through home based care training in addition to the ones being offered; additional training and that all the Peer Educators should have knowledge of counseling. However, all the Peer Educators indicated that they were also satisfied with the roll out of the present activities.

#### **4.2.36 Improving condom distribution**

##### **4.2.36.1 Contractors**

The majority of the Contractors recommended regular provision of condoms on site on a daily basis. The Contractors also suggested the provision of female condoms at project sites.

#### **4.2.36.2 Peer Educators**

Similarly, the majority of the Peer Educators recommended the regular provision of condoms on site on a daily basis as well as the distribution of female condoms.

#### **4.2.37 Identification of training needs**

##### **4.2.37.1 Contractors**

According to the *WfW Norms and Standards* (2001:44), the Project Manager together with the Social Development and Training Coordinator are responsible for training needs identification. Their role is to gather data at project level from all employees in order to establish the training needs for the planning process. In their response 27% of the Contractors mentioned that the Project Manager is the one that identified the training needs. A further 27% reported that the Social Development and Training Coordinator was responsible for training needs identification. In addition, 45% of Contractors indicated that both the Social Development and Training Coordinator and the Project Manager identified the training needs. The responses given by the Contractors were consistent with the Norms and Standards on training needs identification.

##### **4.2.37.2 Peer Educators**

In their response for this question, 9% of the Peer Educators indicated that the Project Manager identified the training needs. The responses further revealed that 14% indicated the Contractor and 34% the Social Development and Training Coordinator. However, the 43% of Peer Educators indicated that all of them actually were involved in the identification of training needs. The fact that the Peer Educators chose the Contractor as the one who did the needs identification could be due to the fact that the Contractor is the first contact person between the team members and the Project Manager or the Social Development and Training Coordinator as their employer and such would be required to provide any information regarding his employees.

#### **4.2.38 Medium used to communicate training dates**

##### **4.2.38.1 Contractors**

The responses from 64% of the Contractors indicated that they were notified through cell phone SMS. However, about 36% of the Contractors indicated that they were notified through written notices. It is, therefore, important to note that all identified a medium used to inform them of the training dates which the majority had indicated a cell phone as the medium used. This could mean that cell phones are the most accessible medium to Contractors.

##### **4.2.38.2 Peer Educators**

In their response about 80% of the Peer Educators chose a single medium which was either a cell phone SMS, the telephone, written notices or by word of mouth. Only 20% of the Peer Educators indicated that they were informed through a wide variety of means of communication. This could be ascribed to the fact that the Peer Educators as Worker category, may not have access to a variety of means to communicate and therefore use either a cell phone SMS, telephone, written notices or word of mouth.

#### **4.2.39 Preferred means of communication**

##### **4.2.39.1 Contractors**

In the study 64% of Contractors indicated that their preferred means of communication were written notices, telephone, fax, e-mail, cell phone SMS and word of mouth. In addition, 18% preferred word of mouth and a further 18% indicated preference for cell phone SMS. The data showed that a variety of means to communicate the training dates were preferred over single means. Those that indicated a single means, they would still be catered for within the various means used.

However, the WfW Norms and Standards do not prescribe the means to communicate the training dates to Contractors. It would, therefore, be important to include in the training implementation a variety of means preferred by the Contractors.

#### **4.2.39.2 Peer Educators**

A total of 97% of the Peer Educators indicated preference to a single means of communication while only 3% chose a variety of means of communication. It would however, seem like the Peer Educators, chose the means that were already available to them as individuals. Therefore, a need exists to accommodate all the job categories in choosing appropriate means of communication.

#### **4.2.40 Monitoring of the training at training venues**

##### **4.2.40.1 Contractors**

In responding to who monitored the training at training venues, 55% of Contractors stated that the monitoring was done by the Project Manager, 45% by DoL officials. According to the MoA signed between the DoL and the DWAF, both departments should jointly monitor the training on a regular basis (*Memorandum of Agreement between the Department of Water Affairs and Department of Labour, 2003:6*). In the case where monitoring is done by only one of the departments, it should be regarded as non-compliance to the MoA.

##### **4.2.40.2 Peer Educators**

In their responses 57% of the Peer Educators stated that training was monitored by the DoL officials, 34% by the Project Manager and only 9% by the Contractor. The findings here also revealed that the training was being monitored by the DoL officials, the Project Manager and the Contractor.

#### **4.2.41 Frequency of monitoring by all relevant stakeholders**

##### **4.2.41.1 Contractors**

*The MoA between the DWAF and the DoL (2003:6)* states that the monitoring of training should be done on a regular basis. However, no exact time frame is indicated concerning the frequency. The WfW Norms and Standards are also silent on the defined timeframe on the monitoring of the training. In terms of the frequency 36% of Contractors stated that monitoring was done on all the days of the training while 64% stated some days of the training. There is thus a need for the training implementation process to define the time frame on the monitoring of the training at training venues.

##### **4.2.41.2 Peer Educators**

The Peer Educators responded differently to the Contractors, in the sense that 23% of them stated that the training was monitored on all the days of the training. On the frequency of the monitoring the 71% of the Peer Educators stated that it was done on some days of the training and 6% did not choose any of the options provided. It was mentioned by respondents that monitoring was done on all the days of the training, some days of the training and none of the days. The responses where no option was chosen could be attributed to the fact that either the frequency of their choice was not covered in the questionnaire, or simply, that the training they had attended was not monitored.

#### **4.2.42 Who evaluates the training at the end of each course?**

##### **4.2.42.1 Contractors**

According to the responses given by the Contractors, an evaluation of the training was at times done by the Contractor or the Project Manager. Furthermore, 73% of the Contractors stated that an evaluation was done by the Project Manager and 27% indicated that it was done by the Contractor.

This could be attributed to the fact that since Contractors attended more training than the other job categories they might have been exposed to more evaluations. Another reason for this could be the fact that Contractors as employers are also given an opportunity to evaluate the training conducted to their employees.

#### **4.2.42.2 Peer Educators**

Similarly, the Peer Educators also indicated that an evaluation of the training was either done by the Contractor, the Project Manager or the Social Development and Training Coordinator individually. In addition, 11% of Peer Educators indicated that the training was evaluated by the Contractor, 11% by the Project Manager, 20% by the Social Development and Training Coordinator and 31% by the participants. However, 26% of Peer Educators stated that the monitoring was done by all, meaning the Contractor, the Project Manager and Social Development and Training Coordinator collectively. It could, therefore, be argued that in 62% of the training that the Peer Educators attended an evaluation was done by one person either the Contractor, the Social Development and Training Coordinator or the Project Manager.

#### **4.2.43 Evaluation of the training at its completion**

##### **4.2.43.1 Contractors**

In their response 64% of the Contractors stated that an evaluation was done through a formal evaluation form, 18% through written comments on a piece of paper and 9% mentioned verbal comments. A further 9% did not choose any of the options provided. The data revealed that an evaluation in the case of Contractors was written and recorded in writing either through written comments, completion of a formal evaluation or verbal comments. Those that chose none of the distracters provided in the questionnaire either did not complete the evaluations or their means was not catered for.



#### **4.2.43.2 Peer Educators**

Similarly to the Contractors, 80% of the Peer Educators also stated that evaluation was done through formal evaluation forms and 20% mentioned written notices. There seems to be a consensus between the Contractors and Peer Educators that evaluations are written and recorded.

#### **4.2.44 Contribution of the training process to learning**

##### **4.2.44.1 Contractors**

All the Contractors stated that the training process contributed to their learning. This is positive for the implementation of the skills development and training programme.

##### **4.2.44.2 Peer Educators**

All the Peer Educators concurred with the Contractors that the training process contributed to their learning. The Peer Educators play a significant role in the HIV and AIDS programme and their learning contributes to the efficient implementation of the HIV and AIDS programme at project level. Therefore, this is also viewed as a positive response.

#### **4.2.45 Improving identification of training needs**

##### **4.2.45.1 Contractors**

The comments given, for the identification of training needs, were that the Workers and the Contractors should be involved in the identification of training needs. In addition, full participation of all involved which meant the Project Manager, the PAC and the Social Development and Training Coordinator.

#### **4.2.45.2 Peer Educators**

The Peer Educators also suggested that the Workers and the Contractors needed to be involved in the identification of training needs. In addition they suggested a full participation of all involved namely the Project Manager, the PAC and the Social Development and Training Coordinator during identification of training needs.

#### **4.2.46 Improving notification of training dates**

##### **4.2.46.1 Contractors**

The Contractors suggested that, in order to improve the notification of training dates, cell phone SMS and telephone messages should be used. Communication of training dates should also be done during meetings. They too suggested that they should be given timeous notice, preferably three days in advance. Lastly, there should be provision of a training schedule to the trainees at the beginning of the financial year.

##### **4.2.46.2 Peer Educators**

In addition, the Peer Educators suggested that in order to improve notification of training dates cell phone SMS and telephone messages should be used. Communication of training dates should be done during meetings as well as timeous notice. Lastly, there should be provision of a training schedule to the trainees at the beginning of the financial year.

#### **4.2.47 Improving monitoring of training**

##### **4.2.47.1 Contractors**

In improving the monitoring of the training the Contractors suggested that, monitoring should be done by all concerned, namely the Contractor, the Social Development and Training Coordinator, the DoL officials and the PAC. Monitoring should be done on a daily basis.

##### **4.2.47.2 Peer Educators**

Similarly, the Peer Educators concurred with Contractors that monitoring should be done by all concerned, namely the Contractors, the Social Development and Training Coordinator, the DoL officials and the PAC. Monitoring should be done on a daily basis.

### **4.3 ANALYSIS FOR WORKERS AND PROJECT ADVISORY COMMITTEES**

This section focuses on the responses from the Workers and the Project Advisory Committee members. As in the case of the Contractors and the Peer Educators reference will also be made on the policy requirements of the WfW and the workflow presented in chapter 2 in the literature review.

#### **4.3.1 Gender**

##### **4.3.1.1 Workers**

In terms of gender distribution, 63% of the Workers who participated in the study represented females. According to May (1998:38), equality is a state of social organisation that enables or gives equal access to resources and opportunities to all members of the society.

The WfW has thus managed to give an opportunity to women who were previously unemployed to work in the Worker category.

#### **4.3.1.2 PAC**

In the case of the PAC there was a 50/50 balance of males and females. The *WfW Guidelines on the establishment of the Project Advisory Committees* (2006) do not specify the equity targets on the PAC. It is, however, important to note that in this study there was a balance of males and females on representation.

### **4.3.2 Disability**

#### **4.3.2.1 Workers**

There was a 2% representation of people with disabilities in the Worker category. The Expanded Public Works Programme targets 5% people with disabilities ([www.epwp.gov.za](http://www.epwp.gov.za) retrieved on 18 September 2007). However, even though the target was not reached in this job category, there was representation unlike in other job categories which participated in this study. The aim of the study was not to evaluate whether different equity targets were achieved, but whether the employment process fostered the employment and targeted such individual targets.

#### **4.3.2.2 PAC**

However, there was no representation of people with disabilities in the PAC. The *WfW Norms and Standards* (2001:48) do not specify or define the equity targets for the PAC. There is an emphasis on the involvement of NGOs and local CBOs which focus on people with disabilities. There is a need for the recruitment and selection process to ensure the involvement of such organisations in targeting people with disabilities.

The notion is supported by Bezuidenhout (1998:157) and Burger *et al* (2004:188), where they mention that people with disabilities are often met with physical and social barriers to employment, education and other means by which they can improve their lives and therefore in order to promote their employability structural barriers have to be removed. Haralambos and Holburn (2000:343) further assert that if barriers could be removed and opportunities provided, living standards of the poor would improve along with economic success.

### **4.3.3 Age**

#### **4.3.3.1 Workers**

An evaluation of the employment processes of the WfW also includes the different age groups, as these also form part of the equity targets. The target on the WfW as mentioned previously, is 25% the youth. According to the study, 50% of the Workers represented the youth with ages ranging from 18-36%. This can be regarded as an overachievement on the youth targets. It also gives a positive outlook on the country's youth in which 70% of them still remain unemployed ([www.epwp.gov.za](http://www.epwp.gov.za) retrieved on 18 September, 2007). This means that a significant number of the youth is drawn into productive work and they are able to become economically active and productive members of their communities. In addition 33% of the Workers were of the ages between 36 and 46 years. The Worker category also reported ages from 47 to 65 years.

#### **4.3.3.2 PAC**

Similarly to the Workers, in the case of PAC, representation was 50% youth and 50% people older than 47 years. According to the *WfW Guidelines on the establishment of the Project Advisory Committees* (2006), there is no age target stipulated as part of representation on the PAC. However, the information on their different age groups will assist in evaluating and improving the employment process.

Cloete (2003:21) has identified that a determinant of Social Development intervention's success amongst other things is an active involvement of the intended beneficiaries. He further indicates that experience has shown that a project is much more likely to be sustainable if it has targeted the intended beneficiaries who are able to reap all benefits associated with the intervention. Therefore, the lack of targets on the representation of the Project Advisory Committee may impact negatively on the targeted and intended beneficiaries.

#### **4.3.4 Motivation in participating in WfW**

##### **4.3.4.1 Workers**

Only 8% of the Workers stated that they regarded their motivation in participating in the WfW as that of career development. In addition, 60% of them saw their motivation as that of employment. It is expected of the Worker category to see themselves as employees. However, 13% of the Workers considered their motivation to be entrepreneurship. This could be due to the fact that those Workers considered themselves potential and future Contractors. However, 19% chose community development as their motivation. Similarly, to the Peer Educators the Workers may see themselves as beneficiaries towards community development.

##### **4.3.4.2 Project Advisory Committee**

Half of the PAC members regarded themselves as being motivated by entrepreneurship. The PAC members are not expected to be beneficiaries of WfW however they are expected to be the people driving the advancement of entrepreneurship in their local communities. Hence the 50% has indicated that their participation is motivated by community development.

### **4.3.5 Percentage of unemployment in local Municipality**

#### **4.3.5.1 Workers**

The responses from the Workers varied in the sense that about 13% indicated the high unemployment rate in their local Municipalities as ranging from 80-100% whereas 60% indicated an average number of between 50-60%. Only 8 % stated that it was less than 20% and 19% indicated 100% unemployment rate. This is an indication of varied perceptions on unemployment levels in different communities.

Since participants were expected to provide their perceptions, this will be treated as such in this study. However, the significance of these perceptions is an evaluation of the role of PAC in response to public participation processes in the communities they serve.

#### **4.3.5.2 Project Advisory Committee**

All members of the PAC responded that they regarded the rate of unemployment in their local Municipalities as 100%. This could be ascribed to the fact that due to the temporary nature of the work provided by WfW the PAC might still regard the beneficiaries as unemployed. The PAC members as representatives of the community are expected to be well informed on the needs and challenges of their communities. Their responses, therefore, raise the question of whether they understand the needs of their communities. The *WfW Guidelines on the establishment of the Project Advisory Committees* (2006:4) indicate that the PAC should serve in an advisory capacity on all implementation aspects of the projects.

The Guidelines further indicate that the PAC should be able to communicate project issues to the broader community where the project is based. In order to do this they would need to be well informed about local needs and challenges.

### **4.3.6 Employment opportunities**

#### **4.3.6.1 Workers**

In the same way that the Peer Educators responded to this question, the Workers also gave varied responses. In the sense that 27% of the Workers stated that they were informed of WfW employment opportunities through a friend and 12% through a relative. A friend or relative here is also identified as the sources of information on the WfW's employment opportunities.

This could be due to the fact that a friend or relative heard about the employment opportunities while employed within the programme or may have heard from someone employed and relayed the message back to an unemployed friend or relative. However, these are only speculations. It should also be noted that 63% of the Workers indicated that they were informed either through a local Councilor, DWAF officials and Public Works officials or local Traditional Leaders. The purpose of this study, therefore, was to evaluate the different processes on the recruitment and selection of the Workers which may have a bearing on the achievement of WfW objectives of poverty alleviation.

#### **4.3.6.2 PAC**

A 50/50 balance of the PAC responded that they were informed about the WfW employment opportunities from a local Councilor and DWAF officials. The PAC is expected to work closely with the Project Manager and Social Development and Training Coordinator on matters relating to project implementation. It is, therefore, expected of the Project Manager or the Social Development Coordinator to inform the PAC about the WfW employment opportunities. Since the local Councilors are expected to be members of the PAC, it is also expected of them to know about WfW employment opportunities.



### **4.3.7 Preferred means of communicating the WfW employment opportunities**

#### **4.3.7.1 Workers**

Half of the Workers stated that they would have preferred to be informed about the WfW job opportunities through advertisements in local papers, offices or on the radio. A total of 50% would have liked to be informed through community meetings. It seems in this instance the Workers, like the Contractors, also chose the means they felt comfortable with. An emphasis on community meetings is again raised as a significant means of communication.

### **4.3.8 Application for employment**

#### **4.3.8.1 Workers**

According to the MoA between the DWAF and the DoL, all beneficiaries within the WfW programme should be registered within the DoL Unemployed database. It furthermore, indicates that should there be a need, other local unemployed databases should be sourced as references. In the study, only an 8% of the Workers indicated that their employment was preceded by their submission of an application to the DoL or Municipal unemployment databases or Traditional Authority offices

However, 75 % stated that they applied through options provided namely, local Traditional Authority offices, DoL database and Municipal unemployment database. This notion is consistent with the requirement by the *Memorandum of Agreement between the Department of Water Affairs and Forestry and the Department of Labour* (2003:5), which indicates that labour should be sourced from local unemployed databases, the DoL and Municipal unemployment databases.

### **4.3.9 Selection for employment**

#### **4.3.9.1 Workers**

In terms of selection, 10% of the Workers responded that they were selected through interviews. About 73% of the Workers indicated that they were selected through elections, family relations and nominations. In addition, 17% stated none of the options listed on the questionnaire. The data presented were not able to establish the other options which could have been relevant to the participants. However, in terms of the policy considerations on recruitment and selection, and for the purposes of this evaluation, a list was considered exhaustive.

In addition, those who have responded to elections and nominations may have understood the process as such, even though they might have been interviewed. This is supported by the responses on who were the panel members in their interviews. The majority of the Workers stated that they were interviewed by someone in one way or another. Du Preez (2003:87) advises that whatever technique is used in the selection of candidates, care should be given to its suitability for all candidates. The various methods chosen by the Workers would require probing into their application to the recruitment and selection process.

### **4.3.10 Panel members**

#### **4.3.10.1 Workers**

In this question 88% of the Workers indicated that their panel members were the Project Manager, the Contractor, the Social Development and Training Coordinator and the PAC one at a time or all of them at the same time. This confirms the WfW workflow presented in chapter 2 and the *WfW Norms and Standards* (2001:44) on recruitment and selection and also clarifies the responses provided on the question on the selection process, whether it was through an interview or not.

However, 12% did not indicate who the panel members were during their interviews. It is possible in this regard that they might also not been interviewed. It is evident that even though the Workers did not respond to interviews as means of their selection, they mentioned those who were their panel members in this question. The panel members chosen by the Workers were consistent with the requirements of the *WfW Guidelines on the establishment of the Project Advisory Committees* (2006). However, there is a need to clarify and define the techniques used to select the candidates.

#### **4.3.10.2 PAC**

The PAC, when asked who the panel members in the interviews were, chose the PAC. The selection of the PAC was either by nomination or election or also by their co-option into the committee.

Their response could be attributed to the fact that they might have been nominated or elected by fellow PAC members and thus felt they had been chosen by them even if it was not through an interview.

### **4.3.11 Employment Process**

#### **4.3.11.1 Workers**

According to the *WfW Norms and Standards* (2001:52), all the Workers and the Contractors should have a copy of the Ministerial Determination on Special Works Programmes in addition; the employment process should be part of an induction training provided three months after appointment in the programme. In this study, the data showed that only 27% of Workers stated that they knew about the employment process while 23% did not know about the employment process and 50% stated they were not sure about the employment process. The lack of knowledge of the employment process is a challenge and is a violation of the Ministerial Determination on SPWP and the WfW Norms and Standards.

#### **4.3.11.2 PAC**

All PAC members who participated in the study indicated that they knew about the employment process. This is important for them in order to perform their advisory role on the implementation of the projects. The *Guidelines on the establishment of the Project Advisory Committees* (2006:4) affirms that a PAC should serve as an institutional sounding board in terms of possible strategies for the improvement of employment, empowerment and eradication of poverty in their communities.

#### **4.3.12 Level of knowledge of the selection process**

##### **4.3.12.1 Workers**

In response to the question that the Workers should indicate their level of knowledge of the selection process, 48% stated excellent, 21% very good and 12% good. This is a total of 82% which responded that they knew the selection process well enough. However, 8% of the same participants indicated that they either did not know or were not sure about the employment process.

##### **4.3.12.2 PAC**

In addition, all members of the PAC when asked to indicate their level of knowledge of the employment process stated that it was excellent. In order for them to perform an advisory role their level of understanding needs to be excellent.

#### **4.3.12 Existence of the PAC**

##### **4.3.12.1 Workers**

On the existence of the PACs 96% of the Workers stated that all their projects the PAC. This means that not only were the Workers aware of the PAC, but they might also have been employed through them. The 4% which mentioned that not all projects had the PAC might not be aware of all PACs in the Tzaneen Management Area.

#### **4.3.13 PAC**

On the contrary, 50% of the PAC members confirmed that there were PACs in all projects. However, the other 50% differed with that view and indicated that they were not sure if they were.

This could mean that due to the geographic distance between the different communities, the PAC members might not know about each other, however, that does not mean they did not exist since all the Contractors and 96% of the Workers stated that the PAC existed in all projects.

#### **4.3.14 PAC representation**

##### **4.3.14.1 Workers**

The responses of the Workers varied and indicated a representation of a local Councilor, 40% of the Workers mentioned NGOs, 2% by CBOs and 8% by local Traditional leaders individually. The responses do not reflect a representation of various stakeholders. However, 19% indicated that all stakeholders were represented in the PAC.

A single stakeholder representation is in violation of the *WfW Guidelines on the establishment of the Project Advisory Committees* (2006) where representation would need to be from various stakeholders found at local level. The PAC's role is to serve as a link between the project and the community it serves. It is important for the community to know of the terms of reference for the PACs and their roles and responsibilities. The study has therefore revealed that the Workers did not know about the composition of the PAC.

##### **4.3.14.2 PAC**

In the case of Project Advisory Committee members, 50% of them indicated that they were represented by the DoL and the other 50% stated a full representation of local Councilors, NGOs, CBOs and local Traditional leaders. It has been revealed that even the PAC could not agree on their representation.

### **4.3.15 PAC roles and responsibilities**

#### **4.3.15.1 Workers**

The Workers' responses varied with 19% stating that the responsibilities of a PAC were a link between the project and its communities. In addition, 81% stated that it was employment of beneficiaries. In the *WfW Guidelines on the establishment of the Project Advisory Committees* (2006) the roles and responsibilities of the PAC are summarised as employment of beneficiaries, dispute resolution and serving as a link between the project and its communities. It is important for the Workers to understand the roles and responsibilities of the PAC since they are there to serve the Workers' needs and those of their communities. The recruitment and selection process should also provide mechanisms for the Workers to monitor and evaluate the activities of the PAC.

#### **4.3.15.2 PAC**

There was consensus as far as roles and responsibilities were concerned. All PAC members stated that their roles and responsibilities were a link between the project and its communities, employment of beneficiaries and dispute resolution. It is important to note that there was consensus on the responses by the PAC members on their roles and responsibilities.

### **4.3.16 Employment targets**

#### **4.3.16.1 Workers**

The Workers when asked to indicate the most promoted individual targets, 83% stated that it was women; only 4% stated that it was the youth and 13% stated that it was people with disabilities. This is despite the fact that the majority of the Workers who participated in this study fell within the category of the youth. The Workers were also well represented with 63% of women.

The responses could be attributed to the fact that more than 60% of the participants who participated in the study were women. However, there seems to be a bias towards the women as opposed to the youth. This could be due to the fact that youth tend to participants regard themselves as women first and youth second. As such they are prone to develop a bias for their sex rather than their age.

#### **4.3.16.2 PAC**

Concerning the PAC, 50% stated that women are the ones being promoted and the other 50% stated it was the youth who were promoted. However it should be noted that it is the responsibility of the PAC to ensure that individual targets are achieved. Their responses show that other targets were promoted than the others. They mentioned that the women and the youth were the ones mostly targeted. The data has also showed that more than 60% of the participants who participated in this study on the Worker and the Peer Educator categories were the youth and women. Therefore, the recruitment and selection processes should focus on the employment of people with disabilities.

### **4.3.17 Promoting employment of individual targets**

#### **4.3.17.1 Workers**

The Workers suggested that there should be a balance of individual targets, namely 50% male and 50% female. The majority of them, however, indicated that there should be involvement of all, namely the PAC, the Project Manager, the Contractor and the Social Development and Training Coordinator.

#### **4.3.17.2 PAC**

All PAC members agreed that they should be involved in the recruitment and selection process.



### **4.3.18 Improving selection process**

#### **4.3.18.1 Workers**

The Workers suggested that there should be involvement of all stakeholders in the selection process, namely the PAC, the Project Manager, the Social Development and Training Coordinator and the Traditional Leaders. They also suggested that in order to promote the selection of youth targets, the youth organisations needed to be involved in the selection process. The Workers further suggested that the selection should be done through short listing and interviews and they would prefer elections as another means of recruitment and selection.

#### **4.3.18.2 PAC**

All Project Advisory Committee members concurred with all job categories that there should be involvement of all stakeholders, namely the PAC, the Project Manager, the Social Development and Training Coordinator and the Traditional leaders.

### **4.3.19 Existence of Peer Educators in all projects**

#### **4.3.19.1 Workers**

The study revealed that 87% of the Workers stated that all projects had Peer Educators and 8% stated that not all projects. However, 4% responded that they were not sure if their projects had Peer Educators while 2% mentioned that they did not have.

#### **4.3.19.2 PAC**

Similarly, the PAC members did not agree on whether the Peer Educators existed in all projects as 50% stated that they were not sure.

### **4.3.20 Peer Educator Selection**

#### **4.3.20.1 Workers**

On the Peer Educator selection, 22% of the Workers stated that it was either through all options provided, namely nominations, elections and voluntarism. However, 68% of the Workers stated that individual methods were used and 10% did not choose any of the options given. The study has therefore revealed that the Peer Educators are selected through nominations, elections or voluntarism. A challenge is that though selection methods are used, they are not defined in the *WfW Norms and Standards* (2001) or in the *WfW HIV and AIDS Policy* (2003). There is a need to ensure consistency in the selection of Peer Educators from project to project.

#### **4.3.20.2 PAC**

The PAC members concurred with the Workers that all methods were used, namely nominations, elections and voluntarism.

### **4.3.21 Knowledge of the HIV and AIDS Policy**

#### **4.3.21.1 Workers**

According to 69% of the Workers who participated in the study they were not aware of the WfW HIV and AIDS Policy for beneficiaries. Only 23% of the Workers stated that they did have knowledge of the policy and 8% was not sure if there was an HIV and AIDS policy. This is a violation of the *HIV and AIDS Policy* (2003:3) which dictates that management should ensure that all intended beneficiaries and implementers should be aware of the policy and care should be given to developing effective communication strategies on the policy.

#### **4.3.21.2 PAC**

There was a balance with regard to PAC members who knew about the policy and those that did not know about it. It is the duty of the PAC to know about the HIV and AIDS policy as they are expected to monitor and evaluate project activities. In order to perform their role they would need to be well informed on WfW policies.

#### **4.3.22 Who selects the Peer Educators**

##### **4.3.22.1 Workers**

The Workers stated that the Peer Educators were selected by either the Contractors, team members or the Social Development and Training Coordinator. Data revealed that 44% regarded the Contractor as the one who selected the Peer Educators. However, 56% of the Workers revealed that the team members selected the Peer Educators. The WfW Norms and Standards do not define who has to select the Peer Educators. It is by virtue of their name “Peer Educators” that they are expected to be selected by their peers.

There is a need to clearly define who those “peers” are as this can be confusing given the fact that even the Contractor is an intended recipient of the Peer Educator activities and can, therefore, be regarded as a “peer” as well. The Social Development and Training Coordinators on the hand are not “peers” however they are responsible for the implementation of the HIV and AIDS programme and all Social Development interventions.

##### **4.3.22.2 PAC**

Similarly, the PAC members also stated that Peer Educators were selected by either the Contractors, team members or the Social Development and Training Coordinator. A well defined process of selection for the Peer Educators is required to enable the PAC to perform their monitoring and evaluation role.

### **4.3.23 Roles and responsibilities of Peer Educators**

#### **4.3.23.1 Workers**

According to, 67% of the Workers the roles and responsibilities of Peer Educators were information sharing, condom distribution and a link between the Social Development and Training Coordinator and the team. In addition, 33 % stated that it was either information sharing, condom distribution or a link between the Social Development and Training Coordinator and the team. Even though the *WfW Norms and Standards* (2001) and the *WfW HIV and AIDS Policy* (2003) are not specific about the roles and responsibilities of the Peer Educators, this study has drawn their responsibilities from the focus of the WfW HIV and AIDS programme which are prevention, education and basic counseling (*WfW HIV and AIDS policy* (2003)). Condom distribution is seen as one of the prevention strategies used by WfW and its awareness forms part of education and basic counseling is self explanatory.

#### **4.3.23.2 PAC**

Similarly, all PAC members agreed with the Workers and responded that the roles and responsibilities of Peer Educators are information sharing, condom distribution and a link between the Social Development and Training Coordinator and the team. The roles as chosen by the PAC are consistent with the WfW focus on prevention, education and basic counseling.

### **4.3.24 Composition of Peer Educators in the team**

#### **4.3.24.1 Workers**

According to, 71% of the Workers the composition of Peer Educators was found to male and female for each team.

In addition 29% of the Workers responded that the composition was female and female. The *WfW Norms and Standards* (2001:48) stipulate that all projects should have a male and female Peer Educator. As with the Peer Educators, the Workers category also indicated that their Peer Educators were female and female. It should, however, be noted that the majority of the Workers responded that there was compliance to the standards.

#### **4.3.24.2 PAC**

All PAC members stated that the composition of the Peer Educators was male and female. The PAC concurred with the majority of the Workers and also reported compliance to the standards.

### **4.3.25 Communication of HIV and AIDS information**

#### **4.3.25.1 Workers**

The responses on how the HIV and AIDS information was communicated varied. According to, 12% of the Workers stated that the HIV and AIDS information was communicated through toolbox talks, posters, brochures and HIV and AIDS information sharing sessions. Furthermore, 46% of Workers mentioned that communication was done through toolbox talks while 35% stated HIV and AIDS information sharing sessions. Only 2% and 5% mentioned posters and brochures respectively. The study has revealed that 88% of the Workers had reported individual methods. According to *the WfW Norms and Standards* (2001) and HIV and AIDS Policy (2003), standardised methods' communication needs to be applied in the implementation of the HIV and AIDS programme.

#### **4.3.25.2 PAC**

All PAC members stated that the HIV and AIDS information is communicated through toolbox talks, posters, brochures and HIV and AIDS information sharing sessions.

### **4.3.26 Frequency of toolbox talks**

#### **4.3.26.1 Workers**

The responses on the frequency of toolbox talks varied from every day of the week, once a week, once every two weeks and once a month. According to, 48% of the Workers it was once a week. In addition, 32% stated that it was every day of the week. Only 10% stated every two weeks and 10% once a month respectively. In terms of the frequency of the toolbox talks, according to the WfW Norms and Standards, they should be held on a daily basis. In addition there should be a record of the toolbox talk topic, date, time and number of people in attendance. The data showed non-compliance to the Norms and Standards with regard to the practice of once a month.

#### **4.3.26.2 P A C**

All PAC members stated that it was once a month. It can be concluded that similarly to other job categories' responses there was non-compliance to the WfW Norms and Standards.

### **4.3.27 Frequency of information sharing sessions**

#### **4.3.27.1 Workers**

According to the *WfW Norms and Standards* (2001:48), information sharing sessions should be held once every six months. In the study an 80% of the Workers stated that the information sharing sessions are held once a month, 10% once every three months, 4% once every six months and 6% once a year. The study, as in the case of Contractors and the Peer Educators, has therefore shown that, with regard to HIV and AIDS information sharing sessions, the standard on the frequency of six months is exceeded in practice.

#### **4.3.27.2 PAC**

All PAC members mentioned that the information sessions are held once a month. The study has also shown that the frequency of six months with regard to HIV and AIDS information sharing sessions was exceeded in practice. This provides a platform to revisit the frequency on the HIV and AIDS information sessions in view of a more practical time frame.

#### **4.3.27.3 Availability of condoms on site**

#### **4.3.27.4 Workers**

According to the *WfW Norms and Standards* (2001:48), condoms should be on site on a daily basis. According to, 50% of the Workers condoms were available on a daily basis while 50% stated a frequency of once a week. The WfW HIV and AIDS focus is on prevention, basic counseling and education. The unavailability of condoms on site on a daily basis would negatively affect the prevention programme as is the case with the Peer Educators' responses.

#### **4.3.27.5 PAC**

All PAC members who participated in the study reported that the condoms are available on a daily basis. The PAC members might have been responded to the ideal norm and not the practice on site as is the case with the Peer Educators and Workers.

### **4.3.28 Monitoring Peer Educators' activities**

#### **4.3.28.1 Workers**

The *HIV and AIDS Policy* (2003:6) stipulates that full involvement of regional management, the Contractors and the Workers is required in monitoring the implementation of the HIV and AIDS Policy. It is further stated that all monthly activities should be monitored and reported on monthly. On monitoring the Peer Educators' activities the responses ranged from the Project Manager, the Social Development and Training Coordinator and the Contractor. In addition 69% stated that the Contractor is the one who monitored the training. Only 8% mentioned that it was the Social Development and Training Coordinator, 4% Project Manager and 19% named all stakeholders. Therefore, the responses were not consistent with the requirements of the HIV and AIDS Policy.

#### **4.3.28.2 PAC**

Half of the PAC mentioned that the Contractor was one who monitored the training and the other half stated the Project Manager, the Social Development and the Training Coordinator and Contractor. The PAC members are expected to monitor and evaluate the implementation of the projects and they are therefore expected to know of the different role-players in the monitoring and evaluation. It is therefore a challenge to establish that there is consensus as far as those who monitored the project implementation are concerned.



### **4.3.29 Availability of annual plan of action for Peer Educators**

#### **4.3.29.1 Workers**

According to the *Working for Water HIV and AIDS Policy* (2003:4), Peer Educators are required to have annual action plans outlining their activities for the year. The plans need to be included in the regional Social Development APO and the progress should be reported on a monthly basis. According to 69% of the Workers the Peer Educators did not have annual plans, whereas 10% indicated that they did have. In addition, 21% seemed unsure whether the plans were available or not. Therefore, the responses by the Workers revealed non-compliance to the HIV and AIDS Policy.

#### **4.3.29.2 PAC**

According to 50% of the PAC members all Peer Educators had annual action plans while 50% were not sure. As is the case with other job categories non-compliance to the HIV and AIDS Policy was observed.

### **4.3.30 Focus of the WfW HIV and AIDS Programme**

#### **4.3.30.1 Workers**

In terms of the *WfW HIV and AIDS Policy* (2003) and the WfW HIV and AIDS programme focus should be on prevention, education and basic counseling. According to 75% of the Workers reported prevention, education and basic counseling as the focus for the HIV and AIDS programme. It can be argued that the Workers know the focuses due to the fact that they participated in them. However, 13% stated that it was prevention, 10% was education while only 2% mentioned that it was basic counseling.

The differences could be attributed to individuals who might have benefited individually from any of the focus areas. In this case 2% on basic counseling might have been assisted in that regard.

#### **4.3.30.2 PAC**

All PAC members also stated that the focus is on prevention, education and basic counseling. There was thus consistency to the HIV and AIDS Policy in this regard.

#### **4.3.31 Peer Educator training**

##### **4.3.31.1 Workers**

According to the *WfW Norms and Standards* (2001:48), all Peer Educators have to go through HIV and AIDS awareness, basic counseling, peer educator, first aid and health and safety training. The Workers chose a single training course as the ones relevant for Peer Educators. According to, 45% it was only HIV and AIDS awareness, 38% Peer Educator training, 4% basic counseling while 13% mentioned first aid. However, it is important to note that even though all the Workers chose one training course all other Peer Educators reported that they had gone through a form of training which is relevant to their job category.

##### **4.3.31.2 PAC**

All PAC members stated that the training that Peer Educators attended were HIV and AIDS awareness, peer educator, basic counseling, first aid and health and safety. This was consistent with the requirements of the HIV and AIDS Policy.

### **4.3.32 Level of satisfaction with Peer Educator activities**

#### **4.3.32.1 Workers**

The Workers indicated that they were satisfied with the Peer Educator programme rolled out. Half stated they were highly satisfied and the other half were somewhat satisfied. This is an indication of the significance of the Peer Educator programme in the implementation of the HIV and AIDS Programme.

#### **4.3.32.2 PAC**

All the PAC members were also satisfied with the Peer Educator programme rolled out.

### **4.3.33 Improving condom distribution**

#### **4.3.33.1 Workers**

The Workers suggested that there should be provision of female condoms and also that the condoms should be made available on site on a daily basis. The Workers furthermore suggested that only SABS approved condoms should be distributed. The Worker category was the only job category that emphasized the distribution of SABS approved condoms.

### **4.3.34 Identification of training needs**

#### **4.3.34.1 Workers**

According to the *WfW Norms and Standards* (2001:44), the Project Manager together with the Social Development and Training Coordinator are responsible for training needs identification. Their role is to gather data at project level from all employees in order to establish the training needs for the planning process.

According to, 63% of the Workers the Project Manager, Contractor or the Social Development and Training Coordinator identified the training needs. Again here it is also not surprising that that the Peer Educators and Workers chose the Contractor as the one who identified the needs. This could be due to the fact that the Contractor is the first contact person between the team members and the Project Manager or Social Development and Training Coordinator as their employer and as such would be required to provide any information regarding his/her employees. Only, 37% of the Workers reported that the Peer Educator activities were monitored by the Project Manager, Contractor or Social Development Coordinator individually. This is still non-compliance to the WfW Norms and Standards.

#### **4.3.34.2 PAC**

All PAC members stated that the identification was done by the Project Manager, Contractor or the Social Development and Training Coordinator. The PAC may also regard the Contractor as the employer who has to have all the information regarding his or her employees.

#### **4.3.34.3 Medium used to communicate training dates**

##### **4.3.34.4 Workers**

The responses from 4% of the Workers indicated that they are notified through telephone. However, 35% of the Workers mentioned that they are notified through written notices. In addition, 27% mentioned that they are informed by word of mouth while 25% mentioned fax and 10% Cell phone SMS. It is, therefore, important to note that all the Workers like the Contractors and the Peer Educators have identified a medium used to inform them of the training dates and the majority indicated a wide variety of means used to communicate the training dates.

The differences in responses where the Workers chose a single medium could be due to the fact that at times a single medium is used to suit certain individuals while others use a wide variety of mediums available to them.

#### **4.3.34.5 PAC**

All the PAC members noted that written notices, telephone, fax, e-mail, cell phone SMS and word of mouth are being used to inform beneficiaries about the training dates.

#### **4.3.35 Preferred medium to communicate training needs**

##### **4.3.35.1 Workers**

On the preferred means of notification of training dates, an 8% of the Workers indicated that their preference to written notices, 33% telephone, 17% cell phone SMS while 26% preferred word of mouth. In addition, 16% stated their preference for all means of communication used. The data here has once again showed that a single means of communication was preferred over multiple means. However, those that have indicated a single means as their preference would still be catered for within the various means used. The WfW Norms and Standards do not prescribe the means to communicate the training dates to beneficiaries. It would therefore be important to include in the training implementation a variety of means preferred by the beneficiaries.

##### **4.3.35.2 PAC**

Half of the PAC members stated their preference for word of mouth. The other half stated their preference for multiple methods, namely cell phone SMS, word of mouth, telephone, e-mail, fax and written notices.

#### **4.3.35.3 Monitoring of the training at training venues**

#### **4.3.35.4 Workers**

According to the MoA between the DoL and the DWAF, both departments should jointly monitor the training on a regular basis (Memorandum of Agreement, 2003:6). According to, 42% of the Workers the DoL officials monitored the training. In cases where monitoring was done by one of the partners it should be regarded as non-compliance to the MoA. Only 4% of the Workers stated that the Social Development and Training Coordinators monitored the training. Furthermore, 33% stated that it was the Project Manager who did the monitoring while 21% stated all stakeholders were concerned with monitor the training. There is non-compliance similarly to the other job categories.

#### **4.3.36 Frequency of the monitoring by all stakeholders**

#### **4.3.36.1 Workers**

The *MoA between the DWAF and the DoLt* (2003:6) states that monitoring of training should be done on a regular basis. However, no exact timeframe is indicated on the frequency. The WfW Norms and Standards are also silent on the defined timeframe on the monitoring of the training. According to 77% of the Workers monitoring was done some days of the training, 21% all the days of the training while 2% did not choose any of the options provided. There is a need to define the timeframe on the monitoring of the training by all stakeholders.

#### **4.3.36.2 PAC**

All PAC members stated that the training is monitored all the days of the training. The PAC may have responded to the ideal and not the practice in this regard, as the data had shown with the Workers and the Peer Educators.

#### **4.3.37 Who evaluates the training at end of each course?**

##### **4.3.37.1 Workers**

The responses from 65% of the Workers ranged from a Project Manager, Social Development and Training Coordinator, Contractor and participants. All the Workers stated that all training was evaluated. Unlike the Peer Educators and Contractors, 35% of Workers indicated that the participants evaluated the training. This is consistent with the WfW Norms and Standards where it is mentioned that the training should be evaluated by the participants at end of the each training session.

#### **4.3.38 Evaluation of the training at its completion**

##### **4.3.38.1 Workers**

According to, 87% of the Workers responded that evaluations were done on a formal evaluation form while only 7% mentioned written comments on a piece of paper and 6% on verbal comments. This means that evaluations are written either formally or informally. This consistency supports the responses given by Peer Educators and Workers.

##### **4.3.38.2 PAC**

All PAC members stated that training evaluation was done on formal evaluation forms.

Bramley (2003:109) notes that written formal evaluations are often used when one requires the participants to write down what they have found to be particularly interesting or useful during the training session. The same author states that the information is usually useful for the re-design and improvement of the programmes still to be delivered.

#### **4.3.39 Contribution of the training process to learning**

##### **4.3.39.1 Workers**

In the study, 92% of the Workers reported that the training process contributed to their learning. It is positive that the majority of the Workers regarded the training process as contributing to their learning. Only 2% of the Workers mentioned that the training did not contribute to the learning and 6% were not sure whether the training contributed to their learning. The reasons for the negative responses were not established as it was not the focus of this study. However, the respondents were asked to indicate areas which required improvement on the training process.

##### **4.3.39.2 PAC**

Half of the PAC members stated that the training process did contribute to their learning and half disagreed. Those members of the PAC that disagreed that the training process contributed to their learning may not have attended the training offered by WfW which is a violation of the WfW Norms and Standards where it is indicated that all PAC members needed to be trained.

#### **4.3.40 Improving identification of training needs**

##### **4.3.40.1 Workers**

The Workers suggested that there should be involvement of the Workers during training needs identification.



They also suggested that the involvement of all, namely the Contractors, the Workers, the Project Manager, the PAC and the Social Development and Training Coordinator. However, there were those who were satisfied with the present process of needs identification and they did not have suggestions.

#### **4.3.40.2 PAC**

The PAC also suggested that there be an involvement of all, meaning the Contractors, the Workers, the Project Manager, the PAC and the Social Development and Training Coordinator.

### **4.3.41 Improving notification of training dates**

#### **4.3.41.1 Workers**

The Workers also suggested that in order to improve the notification of training dates cell phone SMS and telephone messages should be used. Communication of training dates should be done during meetings. They also suggested that they should be given timeous notice, preferably three days in advance. Lastly, there should be provision of a training schedule to the trainees at the beginning of the financial year. In this regard the Workers concurred with the Contractors and Workers on how to improve the notification of training dates.

#### **4.3.41.2 PAC**

The PAC members suggested that training dates should be communicated during meetings. This could be due to the fact that as community representatives they held various meetings at community level and thus regard the means as effective.

#### **4.3.42 Improving monitoring of the training**

##### **4.3.42.1 Workers**

To improve the monitoring of the training the Workers suggested that, monitoring should be done by all concerned, namely the Contractor, the Social Development and training Coordinator, the DoL officials and the PAC. They suggested that monitoring should be done on a daily basis.

##### **4.3.42.2 PAC**

To improve the monitoring of the training the PAC members suggested that, monitoring should be done by all concerned similarly to all job categories. This means that there was consensus with the other job categories as far as the recommendations for monitoring the training are concerned.

#### **4.3.43 Improving training evaluation**

##### **4.3.43.1 Workers**

The Workers suggested that trainees should make verbal comments or complete a formal written evaluation form. In addition, the Workers mentioned that the DoL officials should be present to evaluate the training. Lastly, the Workers suggested that all should be involved in the evaluation of the training, namely the participants, the DoL, the Project Manager, the Contractor, the PAC and the Social Development and Training Coordinator.

#### **4.3.43.2 PAC**

The PAC members concurred with other job categories and suggested that the participants, the DoL, the Project Manager, the Contractor, the PAC and Social Development and Training Coordinator should all evaluate the training.

#### **4.4 SUMMARY**

This chapter has examined the responses made by the participants, the policy requirements of WfW and the suggested improvements to the process by all participants. The policy requirements discussed on recruitment and selection included the WfW Norms and Standards, the Guidelines for the establishment of the PAC and the HIV and AIDS Policy. The next chapter which is the final chapter will focus on the findings and conclusion.

## **CHAPTER 5**

### **SUMMARY, FINDINGS, RECOMMENDATIONS AND CONCLUSION**

#### **5.1 INTRODUCTION**

The aim of this study was to evaluate the implementation of the Social Development interventions within the WfW programme. The Social Development interventions identified include, employment of youth, women and people with disabilities, HIV and AIDS and training and skills development.

#### **5.2 SUMMARY**

**In Chapter 1** the focus was on the purpose and rationale for this study, the methodology of enquiry and the results of the pilot study. In providing a rationale for this study a look at the RDP objectives and their relationship to Social Development interventions within the WfW was done. A framework on the implementation of SPWP developed in 1999 was also discussed. The population target identified was the WfW beneficiaries and management was only involved in the pilot study. The evaluation used questionnaires for data collection. A pilot study assisted in improving the presentation of questions and the efficiency and effectiveness of the questionnaire presented for data collection.

**In Chapter 2** the focus was on the literature review where a theoretical perspective of Social Development was discussed. A theoretical perspective on the Social Development theories and evaluation theories was also given. An application of Social Development within the Working for Water context was covered as well as the workflow determining the implementation process. The application focused on three of the Social Development interventions, namely recruitment and selection, HIV and AIDS and Training and Skills Development. The implementation and challenges of the interventions were covered in this chapter.

**In Chapter 3** the focus is on the presentation of data where statistical software called Moonstats was used. All the questions were coded and captured for analysis on MS Excel. The raw data were presented in the form of a table for all job categories, namely the Contractors, the Workers, the Peer Educators and the PAC whose responsibility is to monitor and the evaluate the Social Development interventions.

**In Chapter 4** an analysis of the data was done as per job category that participated in the study. The job categories were the Contractors, the Workers, the Peer Educators and the PAC.

**In Chapter 5** in this final chapter a focus was on the summary of the study, the main findings, recommendations, prospects for further research and the conclusion.

### **5.3 FINDINGS**

There are a number of deductions that can be made from this study as far as the implementation of the Social Development interventions are concerned within the WfW. The findings will focus on recruitment and the selection process, the HIV and AIDS programme and training and skills development. The findings are, therefore, discussed below.

#### **5.3.1 Recruitment and Selection process**

The findings of the study indicated that there was no consistency in terms of the processes followed in the employment of the target groups. There was under achievement on the part of female Contractors and male Peer Educators. The deduction made in this study reveals that the challenge is mainly the lack of norms for processes or procedures and limited community participation in the employment of target groups.

On gender the data revealed that there were more male Contractors than female Contractors. The under achievement of women targets as the Contractors perpetuates the inequalities that contribute to poverty. There was however more female representation of Peer Educators and Workers. The over achievement of female targets in these job categories provides a positive outlook to poverty alleviation. On age there seemed to be an over achievement on youth targets. In terms of disability targets there was no disability reported for the Contractor and the Peer Educator job categories. The only job categories with people with disabilities were the Workers with 3%. This is still an underachievement since the target for disability is 5%.

In the case of the existence of the PAC there was a general confirmation that projects had the PAC. The responses further revealed that there was representation of various stakeholders in the PAC. On a positive note the study revealed that there was a general understanding of the roles and responsibilities of the PAC. This was also confirmed by the PAC as there was consensus on their roles and responsibilities.

In terms of recruitment of beneficiaries there was a lack of consistency on how the employment opportunities were communicated. In addition, there seemed to be an evident collapse of public participation processes. The results showed that in the case of the Contractors the PAC played a role in informing them about job opportunities within WfW. However, with regard to the Workers and the Peer Educators role players other than the PAC had played a role such as the relatives, friends and Public Works officials. The study also revealed that various methods to communicate job opportunities within WfW were preferred over a single method. The preferred methods included advertisements in local papers or on the radio, community meetings and local forums.

In terms of applications for employment the findings showed that there were no well defined application procedures for employment. The unemployment data bases are not used as expected.

In addition, the findings showed that there were no well defined interview procedures and the interview technique was mostly applied to one job category, that of the Contractors. The selection methods used for the Workers and the Peer Educator categories included nominations, family relations and elections into employment. The findings presented a lack of knowledge of the employment process by the Workers and the Peer Educators.

### **5.3.2 Process followed in the implementation of HIV and AIDS programme**

The study revealed that not all projects had Peer Educators. However, more than 60% of the projects had the Peer Educators. The evidence also revealed that neither the Norms and Standards nor the WfW HIV and AIDS Policy defined who had to select the Peer Educators. The procedures for the selection of Peer Educators were not well defined and as such that role was left in the hands of the Contractor.

In terms of training to be attended by Peer Educators there was consistency with the WfW Norms and Standards. In terms of the knowledge of HIV and AIDS Policy evidence revealed that almost 80% of the participants including the Peer Educators did not know about the WfW HIV and AIDS Policy. The findings also suggested that there were no effective communication strategies for the policies within WfW. The study has also revealed that the WfW Norms and Standards did not specify the roles and responsibilities of Peer Educators though they were clearly spelt out in the WfW HIV and AIDS Policy.

On the composition of the Peer Educators there was generally compliance to the WfW Norms and Standards in terms of male and female Peer Educators per project team. However, about 23% of the project teams who participated had two female Peer Educators. In terms of toolbox talks there was a lack of compliance to the WfW Norms and Standards on the frequency of toolbox talks. Only the Contractors indicated a frequency of every day of the week. The Peer Educators and the Workers stated a frequency of once every two weeks and once a month. Evidence therefore showed that toolbox talks were either held every two weeks or once a month.

However, with regard to HIV and AIDS information sessions evidence indicated that the WfW Norms and Standards were exceeded. The sessions were held once a month which results in a frequency of twelve times per annum compared to the expected frequency of twice per annum.

In terms of focus of HIV and AIDS programme within the WfW there was an understanding that the focus was education, prevention and basic counseling. However, the study revealed that condoms were not available on site on a daily basis as expected by the standards. It was also revealed that not all Peer Educators had annual action plans.

### **5.3.3 Training and skills development**

In terms of training needs identification the findings revealed that needs identification depended on the job category of individuals and it varied from Contractor to Workers. In addition the study revealed that the Project Manager, the Social Development and Training Coordinator and the Contractor performed the needs identification to some extend.

The study showed that with regard to the Workers and the Peer Educators a single means to communicate the training dates were preferred over multiple means. However, the Contractors preferred multiple means of communication. The evidence drawn out from literature review revealed that the WfW Norms and Standards did not prescribe the means to communicate the training dates to beneficiaries.

In terms of monitoring the training the study revealed that though there were cases where training was monitored jointly by DWAF and DoL officials while in more than 40% of the cases monitoring was done by DoL.

On the evaluation of the training the study revealed that more than 60% of evaluations were done on a formal evaluation form.



There seemed to be consensus to the fact that evaluations were in writing and were recorded either through written comments or filling in of a formal evaluation form.

## **5.4 RECOMMENDATIONS**

It is recommended that in order to improve the recruitment and selection process WfW needs to adopt the following:

### **5.4.1 Labour planning process**

It is recommended that during the planning stage the project should plan for its employment needs as well as those for reasonable accommodation. The needs of the project in as far as the employment of beneficiaries are concerned have to be identified and targets clearly spelt out. It is also recommended that a yearly audit be conducted on all projects in as far as labour is concerned. It is recommended that all employment needs are to be followed by an updated job profile of all job categories. The job profile should also take into cognisance the employment criteria already developed.

### **5.4.2 Recruitment process**

All stakeholders should then develop a job advert which will be signed off by all. The signatories should include the Project Manager, the Social Development and Training Manager and the PAC members. It is recommended that a wide variety of communication methods should be used. However, care should be taken on their accessibility to a large number of audiences. The preferred means stated by the beneficiaries include the local radios, local papers, during community meetings and at local offices. The adverts should include position advertised, wages, project where the candidate will be placed, main responsibilities of the job holder and should specify the number of people required and specify the groups required as well as submission procedures. It is also recommended that vigorous campaigns be conducted in the search for individual targets.

It is recommended that all localities identified for the submission of applications should be accessible to a larger group of people. The area offices, local authorities and local Municipality offices are recommended. However, the localities to be identified should depend on the nature and distance to the communities.

### **5.4.3 Selection process**

It is also recommended that a panel should be appointed from the PAC, the Social Development and Training Coordinators, the Project Manager and the Contractor in the case of the Workers and the Peer Educators. The names of the panel members are to be approved by a relevant authority. It is also recommended that PAC should verify and conduct home visits to establish whether the candidates are unemployed and considered the poorer of the poorest. The screening should also include reference checks and should be considered compulsory. The screening should be a joined effort between the PAC, the Project Manager, the Social Development Coordinator and the Contractors where applicable.

It is also recommended that the methods used in the *Management Plan for Labour Intensive Emerging Contractors* (2003) should be used as a guide. The guide indicates that interviews and competency tests are used to target those individuals within the affirmative action framework who have the best chance of succeeding as small Contractors and site Supervisors.

All successful candidates are to be appointed and the necessary forms with regard to the nature of work in an EPWP have to be explained to all beneficiaries at appointment.

### **5.4.4 HIV and AIDS Programme**

The conclusion made here is that in order to improve the HIV and AIDS programme there is a need to start with the Peer Educator activities.

Therefore, the recommendations are only limited to how the Peer Educators are selected, the development of annual plans, and monitoring and the evaluation of their activities.

It is recommended that the process of Peer Educator selection should be formalised meaning all records regarding the selection should be available on site. In addition it is recommended that the Peer Educators' activities should also be formalised the same way as their selection. It is therefore recommended that the development of annual plans by Peer Educators be included in the WfW Norms and Standards as well. There should also be a synergy between the WfW HIV and AIDS Policy and WfW Norms and Standards. The action plan should also include the activities as well as the roll out of the HIV and AIDS Policy.

It is further recommended that all role players should monitor the Peer Educator activities. In addition, the toolbox talks would need to be closely monitored on a daily basis as per the WfW Norms and Standards. It is further recommended that there should be a review on the WfW Norms and Standards for HIV and AIDS information sessions since the practice showed that the standards are exceeded.

#### **5.4.5 Training and skills development**

The study revealed that with regard to training and skills development there was generally compliance to the standards with a few recommendations to be made. Therefore, the recommendations will focus on the training process and on ways to improve the efficient and effective implementation of training and skills development interventions. It is, therefore, recommended that identification of training needs be conducted by the Project Manager, the Contractor, the Workers and the Social Development and Training Coordinator. It is further recommended that the implementation process of needs identification should be developed and should form part of the WfW Norms and Standards.

Though the WfW Norms and Standards identified a learner profile as a requirement for needs identification, how it should be compiled and recorded was not defined. Therefore, it is recommended that the process on the compilation of a learner profile should be included in the WfW Norms and Standards as a monitoring tool.

It is also recommended that compliance to the workflow presented in chapter 2, where it is indicated that training schedule should be developed and provided to the Contractors should be closely monitored by all role players. It is also recommended that various methods used to inform beneficiaries about the training dates should be stated in the WfW Norms and Standards and the recommended duration should be three days in advance.

In terms of monitoring of the training it is recommended that all training should be monitored on a daily basis and it should be a standard for all training conducted. It is further recommended that all evaluations should be conducted formally, either through written comments or on a formal evaluation form and the participants should form part of the evaluation. The above mentioned recommendations should be considered the responsibility of the Social Development and Training Coordinator. It is, therefore, important to ensure that the process to ensure employment of target individuals is well defined for the Social Development and Training Unit. The process will also provide an easy reference during the monitoring of the implementation of Social Development interventions.

## 5.5 CONCLUSION

There are a number of deductions made in this study as far as the implementation of Social Development interventions is concerned. The findings have revealed that there is no consistency in terms of the processes followed in the employment of target groups. However, there was also a general confirmation of compliance to other aspects of the WfW Norms and Standards, namely the availability of the PAC in the projects. It was also found that there was a general lack of well defined processes to support the implementation. This resulted in either leaving loopholes in the employment process or leaving the Contractors to use their discretion in Peer Educator selection.

The recommendations on the employment of target individuals include a major change to the implementation process. It is also recommended that the recruitment and selection process as guided by the *Management Plan for Labour Intensive Emerging Contractors Learnerships for the Infrastructure Sector* (2003) should be adopted. However, it should be made to suit the application and operations within the environment sector.

The study found that with regard to the training process presently implemented there were few recommendations to be made. The recommendations did not focus on the overhaul of the processes but on ways to improve the present ones.

Lastly, it has to be noted that the limitations of this study are firstly that: the focus was on one out of four Management Areas in Limpopo. In addition the study focused on two projects out of six projects within the Tzaneen Management Area. This evaluation only focused on the implementation processes and not the performance.

The projects chosen were random as such; their general performance was not taken into account. Therefore, the results of this study cannot be attributed to good performance or a lack thereof by these projects. It is thus, recommended that further research on the actual performance of the WfW projects within Limpopo be conducted.

The implementation of the Medium-Term Strategic Plan of 2003-2007 came to an end at the end of March 2008. This means that there are opportunities for performance evaluation of Social Development interventions within the 2003-2007 financial years.

This chapter has focused on the findings and the recommendations and suggested further areas of research for the study.

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**The purpose of this questionnaire is to evaluate the process implementation of Social Development interventions within the Working for Water Programme**

### **SECTION A**

**Date:** \_\_\_\_\_

**Gender:**

☐ M

☐ F

**Disability:**

☐ YES

☐ NO

**Age:** 18-35 years

☐

36-46 years

47-65 years

☐

**Position:** \_\_\_\_\_

### **Aims Of The Study**

This study aims to evaluate:

- ☐ Process followed in the employment of target groups namely the youth, women and people with disabilities
- ☐ Implementation of HIV and AIDS initiatives
- ☐ Process followed to ensure public participation by Project Advisory Committees in recruitment and selection
- ☐ Implementation of Skills Development programmes for WfW beneficiaries
- ☐ Challenges associated with the implementation of social development interventions within WfW programme

### **Target for the study**

- ☐ Project Advisory Committee members
- ☐ Workers
- ☐ Peer Educators
- ☐ Contractors

### **Instructions**

**1. Write in full where you are asked to comment or elaborate**

**2. Tick on an appropriate letter on the left, next to the correct answer e.g.**

**How old are you?**

**A. 10-12 years**

**B. 12-13 years**

**C. 14-15 years**

**SECTION B**  
**RECRUITMENT AND SELECTION**

**This section outlines the process followed during the recruitment and selection of the Working for Water project beneficiaries**

**1. What is your motivation in participating in the Working for Water Programme?** *Choose one reason that best suit your motivation.*

- A. Career development
- B. Employment
- C. Entrepreneurship
- D. Community development

**2. In your opinion what is the % of unemployment in your local Municipality?**

- A. Less 20%
- B. 20-40%
- C. 50-60%
- D. 80-90%
- E. 100%

**3. How did you get to know about the Working for Water employment opportunities?**

- A. A friend
- B. Local Councilor
- C. Dept of Water Affairs and Forestry Officials
- D. Public Works officials
- E. Local Traditional Leader
- F. Relative
- G. Employment as an official
- H. None of the above

**4. How would you have preferred to know about the Working for Water employment opportunities?**

- A. Advertisement in local papers
- B. Advertisement at local offices
- C. Community meetings
- D. Local forums
- E. Local radio
- F. Other

<p style="text-align: center;"><b>SECTION B</b> <b>RECRUITMENT AND SELECTION</b></p> <p><b>This section outlines the process followed during the recruitment and selection of the Working for Water project beneficiaries</b></p>
<p><b>5. Was your participation in the Working for Water preceded by submitting an application to the following:</b></p> <ul style="list-style-type: none"> <li>A. Dept of Labour database</li> <li>B. Municipal unemployed database</li> <li>C. Local Traditional Authority offices</li> <li>D. None of the above</li> <li>E. All of the above</li> </ul>
<p><b>6. How were you selected to participate in the Working for Water projects?</b></p> <ul style="list-style-type: none"> <li>A. Interviews</li> <li>B. Elections</li> <li>C. Family relations</li> <li>D. Nominations</li> <li>E. None of the above</li> </ul>
<p><b>7. If you were selected through interviews who were the panel members during the interview?</b></p> <ul style="list-style-type: none"> <li>A. Project Manager</li> <li>B. Contractor</li> <li>C. Social Development and Training Coordinator</li> <li>D. Project Advisory Committee</li> <li>E. All of the above</li> <li>F. None of the above</li> </ul>
<p><b>8. Do you have knowledge of the employment process followed during the employment of beneficiaries?</b></p> <ul style="list-style-type: none"> <li>A. Yes</li> <li>B. No</li> <li>C. Not sure</li> </ul>

<p style="text-align: center;"><b>SECTION B</b> <b>RECRUITMENT AND SELECTION</b></p> <p><b>This section outlines the process followed during the recruitment and selection of Working for Water project beneficiaries</b></p>
<p><b>9. If you have answered no to question 8 please continue and go to question 10 and if you answered yes to 8 please rate your level of knowledge of the employment process</b></p> <ul style="list-style-type: none"> <li>A. Excellent</li> <li>B. Very good</li> <li>C. Good</li> <li>D. Not so good</li> <li>E. Not good at all</li> </ul>
<p><b>10. Does your Project have a Project Advisory Committee? If you have answered no or not sure please go directly to question 12.</b></p> <ul style="list-style-type: none"> <li>A. Yes</li> <li>B. No</li> <li>C. NotsSure</li> </ul>
<p><b>11. Which of these individuals are represented in the Project Advisory Committees?</b></p> <ul style="list-style-type: none"> <li>A. Local Councilors</li> <li>B. Non-Governmental Organisations</li> <li>C. Community Based Organisations</li> <li>D. Dept of Labour</li> <li>E. Local Traditional Leaders</li> <li>F. All of the above</li> </ul>
<p><b>12. What are the roles and responsibilities of the Project Advisory Committee?</b></p> <ul style="list-style-type: none"> <li>A. Link between the project and its communities</li> <li>B. Employment of beneficiaries</li> <li>C. Dispute resolution</li> <li>D. All of the above</li> </ul>





**SECTION C 1**  
**HVI AND AIDS**

**This section focuses on the implementation of an HIV and AIDS programme within Working for Water projects**

**17. Do all projects have Peer Educators?**

- A. All
- B. Some
- C. Not at all
- D. Not sure

**18. How are Peer Educators selected? If you have answered not at all and not sure above please go to question 23.**

- A. Nominations
- B. Elections
- C. Voluntarism
- D. All of the above
- E. None of the above

**19. Are you aware of the WfW HIV and AIDS Policy for beneficiaries?**

- A. Yes
- B. No
- C. Not sure

**20. Who selects the Peer Educators?**

- A. Contractor
- B. Team members
- C. Social Development and Training Coordinator
- D. All of the above

**21. What are the roles and responsibilities of Peer Educators?**

- A. Information sharing
- B. Condoms distribution
- C. Link between the Social Development and Training Coordinator and the team
- D. All of the above

**SECTION C 1**  
**HVI AND AIDS**

**This section focuses on the implementation of an HIV and AIDS programme within Working for Water projects**

**22. What is the composition of Peer Educators in the team?**

- A. Male and female
- B. Female and female
- C. Male and male

**23. How is the information on HIV and AIDS communicated?**

- A. Posters
- B. Brochures
- C. HIV and AIDS information sharing sessions
- D. Toolbox talks
- E. All of the above

**24. How often do you have Toolbox talks?**

- A. Every day of the week
- B. Once a week
- C. Once every two weeks
- D. Once a month
- E. None the above

**25. How often do you have HIV and AIDS information sharing sessions?**

- A. Once a month
- B. Once every three months
- C. Once every six months
- D. Once a year
- E. None of the above

**26. How often are the condoms available on site?**

- A. On a daily basis
- B. Once a week
- C. Once every two weeks
- D. Once a month
- E. None of the above

**SECTION C 1**  
**HVI AND AIDS**

**This section focuses on the implementation of an HIV and AIDS programme within Working for Water projects**

**27. Who monitors the Peer Educators' activities?**

- A. Project Manager
- B. Social Development and Training Coordinator
- C. Contractor
- D. All of the above

**28. Do all Peer Educators have an annual action plan?**

- A. Yes
- B. No
- C. Not sure

**29. Working for Water HIV and AIDS programme focuses on the following:**

- A. Prevention
- B. Education
- C. Basic counseling
- D. All of the above

**30. Which of the following trainings do Peer Educators attend which are relevant to their role?**

- A. HIV and AIDS awareness
- B. Peer Educator Training
- C. Basic counseling
- D. First aid
- E. Health and safety
- F. All of the above

**31. Are you generally satisfied with the HIV and AIDS programme rolled out by Peer Educators?**

- A. Highly satisfied
- B. Some what satisfied
- C. Not satisfied at all

**SECTION C 1**  
**HIV AND AIDS**

*This section focuses on the implementation of an HIV and AIDS programme within Working for Water projects*

**32. What are the things you would like to see improve on the Peer Educator programme?**

- A.
- B.

**33. What are the things you would like to see improve with regard to condom distribution?**

- A.
- B.

**SECTION D**  
**TRAINING AND SKILLS DEVELOPMENT**

**This section focuses on the implementation of Training and skills development initiatives**

**34. Who identifies the training needs of beneficiaries at project level?**

- A. Project Manager
- B. Contractor
- C. Social Development and Training Coordinator
- D. All of the above

**35. Which medium of communication is used to inform trainees about the scheduled dates for training?**

- A. Written notices
- B. Telephone
- C. Fax
- D. Email
- E. Cell phone SMS
- F. Word of mouth
- G. All of the above
- H. None of the above

**36. Which medium of communication would you prefer to be used to inform you on the training schedules?**

- A. Written notices
- B. Telephone
- C. Fax
- D. Email
- E. Cell phone SMS
- F. Word of mouth
- G. All of the above
- H. None of the above**

<p style="text-align: center;"><b>SECTION D</b></p> <p style="text-align: center;"><b>TRAINING AND SKILLS DEVELOPMENT</b></p> <p style="text-align: center;"><b>This section focuses on the implementation of Training and skills development initiatives</b></p>
<p><b>37. Who monitors the training at the training venues?</b></p> <ul style="list-style-type: none"> <li>A. Department of Labour officials</li> <li>B. Project Manager</li> <li>C. Contractor</li> <li>D. Social Development and Training Coordinator</li> <li>E. All of the above</li> <li>F. None of the above</li> </ul>
<p><b>38. How often do all relevant stakeholders monitor the training?</b></p> <ul style="list-style-type: none"> <li>A. All the days of the training</li> <li>B. Some days of the training</li> <li>C. None of the above</li> </ul>
<p><b>39. Who evaluates the training at the end of each course?</b></p> <ul style="list-style-type: none"> <li>A. Contractor</li> <li>B. Project Manager</li> <li>C. Social Development Coordinator</li> <li>D. Participants</li> <li>E. All of the above</li> </ul>
<p><b>40. How is the training evaluated on its completion?</b></p> <ul style="list-style-type: none"> <li>A. Formal evaluation form</li> <li>B. Written comments on a piece of paper</li> <li>C. Verbal comments</li> <li>D. None of the above</li> </ul>
<p><b>41. Do you think the training process followed contributes to your learning?</b></p> <ul style="list-style-type: none"> <li>A. Yes</li> <li>B. No</li> <li>C. Not sure</li> </ul>

<p style="text-align: center;"><b>SECTION D</b> <b>TRAINING AND SKILLS DEVELOPMENT</b> This section focuses on the implementation of Training and skills development initiatives</p>
<p><b>42. Make comments about how you can improve the identification of training needs at project level?</b></p> <p>A.</p>    <p>B.</p>
<p><b>43. Make comments about how you can improve notification of training dates at project level</b></p> <p>A.</p>    <p>B.</p>
<p><b>44. Make comments about how you can improve monitoring of training at training venues</b></p> <p>A.</p>    <p>B.</p>
<p><b>45. Make comments about how you can improve the evaluation of the training</b></p> <p>A.</p>    <p>B.</p>

5. The research participants will include the Project Advisory Committee (PAC) and AIDS Peer Educators, workers and contractors and Implementation Management.

5.3 It is envisaged that an implementation/process evaluation of this nature will:

- Inform the summative evaluation to be carried out in 2007 at end of the Medium Term plans
- Assist in the improvement of implementation processes
- Promote the principles of a learning organisation whereby holders apply the knowledge retained
- Enhance the capacity in the Programme to carry out own evaluations without outsourcing the services
- Promote the EPWP social development mandate of job creation and employment

RECOMMENDED NOT RECOMMENDED

*[Signature]*  
HUMAN RESOURCES DEVELOPMENT

*[Signature]*  
DATE